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ABSTRACT

The author's purpose is to identify, compare, and evaluate the legal basis for educational systems in five Scandanavian countries. For identifying purposes, he groups educational data for each country into six categories: status, pressure, response, evaluation, administration system, and school system. He then provides, in the major portion of the document, a classification scheme which codes data, based on educational laws effective to January 1, 1968, according to country, reference source, type or level of education, and particular emphasis. Data from this scheme are intended to be fed into a systems model which enables an investigator to test the consistency and efficiency of educational systems. The model is used to compare an educational system's internal and external parts and permits variables to be lined up within the internal part under operational objectives, status-role position, and status-role performance, and within the external part under educational values, school and administrative system, and education as a social system. In his analysis the author also accounts for four cultural aspects relative to education--historic, political, social, and economic. Among the author's findings is that differences in educational development are related to the power of the Minister of Education to initiate changes and to the emphasis placed on educational research and financing. (LP)

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A COMPARATIVE STUDY OF EDUCATIONAL LEGISLATION - DENMARK, FINLAND, ICELAND, NORWAY, AND SWEDEN

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A COMPARATIVE STUDY OF EDUCATIONAL LEGISLATION - DENMARK, FINLAND, ICELAND, NORWAY, AND SWEDEN

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It is hoped that this study will suggest the need for further, more detailed, and specialized educational studies of the Scandinavian educational systems and Scandinavian educational legislation.

PREFACE

The Discipline of Comparative Education

Comparative Education as a field of study has a significant role to play in contemporary educational research. The growth of this discipline has been remarkable since World War II. Approximately twenty leading universities and colleges in the United States are now offering a full graduate program in comparative and international education, and more than fifty are offering introductory courses at the undergraduate level. The development of Comparative Education outside the United States has been most impressive in countries such as Great Britain, Germany, France, Canada, Australia, and Japan. Besides the large volume of research undertaken at the various universities and educational research institutes, both in this country and overseas, special recognition should be given to the leadership role of UNESCO in the area of educational research.

Comparative educationists have placed special emphasis on sociological and anthropological methodology (Kandel, Hans, Schneider, Hilker, Bereday, Holmes, Anderson) and this has resulted in an increased scientific orientation in educational research. (Havighurst, Westby-Gibson, Kazamias, Moehlman, Thut and Adams) The demand for increased and improved methodology in education has been a great challenge, and attempts are continuously being made to improve the present status of comparative education.[1]

The Purpose of the Study

The major weaknesses in previous comparative education studies lie in the general lack of precision, inadequate comparability and in many instances misleading usage of undefined terminology.

Educational legislation, however, provides some of the most precise elements for comparison because of highly measurable variables. The major purpose of this study is to identify, compare and evaluate the legal basis for the educational systems in Scandinavia, namely, Denmark, Finland, Iceland, Norway, and Sweden. The basic sources are: (1) contemporary laws on education, and (2) panel discussion meetings held with education specialists in each country.

The study was done during the period of February 15, 1969, through May 15, 1970.

Five expert consultants, one from each country, assisted the principal investigator throughout the study. Those were:

1. From Denmark, Mr. John Langelyth, Senior Officer for Educational Documentation, Ministry of Education, Copenhagen.

---

[1] Eckstein, Max A. and Harold J. Noah, Scientific Investigations in Comparative Education, An Anthology: Illustrating the Strategy and Tactics of Comparative Education (London: The Macmillan Company, 1969).

2. From Finland, Mr. Ragnar Meinander, Director General, Ministry of Education, Helsinki.
3. From Iceland, Mr. Þór Vilhjálmsson, Professor of Law, University of Iceland, Reykjavík.
4. From Norway, Mr. Olav Hove, Director General, Ministry of Education, Oslo.
5. From Sweden, Dr. Sixten Marklund, Director, Research Planning Bureau, National Board of Education, Stockholm.

The Procedure of the Study

The procedure of the study can be summarized as follows:

1. Laws on education (effective to January 1, 1968) were compiled for each country.
2. Relevant data[2] was selected from the total body of educational legislation for each country.[3] (See Appendix.)
3. Relevant data was translated directly into English. (i.e., without summaries or abbreviations).
4. The English translation was used as a basis for a classification scheme, Juxtaposition, with the objectives of categorizing variables, identified in the Scandinavian legal systems of education, in order to establish a common comparative framework for analytical purposes.

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[2] The selection of relevant data was determined by each consultant specifically, the emphasis being placed on the study of education as a social system.

[3] The selection was made from original law texts, in Danish, Icelandic, Norwegian, and Swedish. Finnish legislation is issued both in Finnish and Swedish. Here the Swedish text has been used.

5. A group of educational specialists was selected to form a panel (one panel for each country) to assist in evaluating and explaining the significance of educational legislation in relation to a national system of education.
6. During the months of June and July, 1969, the principal investigator visited all five countries, and together with the respective consultant and the other educational experts attended two or three panel meetings of approximately five hours in each country. The purpose of the panel meetings was to identify a national interpretation and evaluation norm of the system of education in each country.
7. The following interpretation and analysis of the data has been made by the principal investigator.

A STUDY OF EDUCATIONAL SYSTEMS
IN SCANDINAVIA

Limitations of the Study

The process of the comparative method in education according to Bereday[4] includes the following stages: (1) description, (2) interpretation, (3) juxtaposition, and (4) comparison. The first stage of this research was completed with the translation of law texts, selected for each national system separately. The panel meetings held in each of the five countries, where the principal investigator met with the consultants and other educational experts, represents the second stage, wherein the selected data were evaluated in relation to: (1) historic, (2) political, (3) economic, and (4) social determinants. The third stage, juxtaposition, a preparatory stage for comparative analysis introduces a classification scheme (Juxtaposition) focusing upon the comparative framework in which analysis can be made. The specific limitations in the classification scheme are related to: (1) the selection technique of relevant data, as determined by five expert consultants, (2) the extent to which data were collected for each national system, (3) the overlapping of variables related to the two components of the educational system, namely, the school system and the educational administration system, and (4) the overlapping of variables relative to two or more basic categories used in the classification scheme either within the school system or the educational administration system.[5]

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[4] George Z. F. Bereday, Comparative Method in Education (New York: Holt, Rinehart and Winston, 1966), p. 28.

The data presented in the Juxtaposition call for a more extensive and thorough analysis for each national system. A more in-depth developmental study of educational legislation is also needed for all five countries.

The scope of the final stage in this research is limited to a selected number of highly relevant variables within the educational systems. These variables are: (1) roles of educational authorities and appointments to administrative posts, (2) the adjustive mechanism of the educational system (education and economy, re-districting, vocational education, adult education, and educational research), (3) educational standards (ability grouping, screening and the educational level concept), (4) curricula and methods of instruction, education and religion, and (5) compulsory education and teacher training.

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[5] The categories used are: (1) basic conditions, (2) curricula, (3) instructional programs, (4) admissions, examinations,and certificates, (5) teachers' qualifications, appointments, and responsibilities, (6) students' responsibilities, (7) administration, (8) financing, (9) physical plant, and (10) other.

The Research Design

The educational systems will be analyzed on the basis of a systems model (See Fig. 1, p. 12) testing the degree of consistency for each variable in a sequence of analytical stages, namely: (1) institutional (educational) objectives, (2) the conceptual model, and (3) the structural-functional equilibrium. In this analysis, the legal framework, based on a set of institutional objectives, represents the conceptual model. The interpretation obtained in the panel discussions represents the structural-functional stage. (See Fig. 2, p. 13).

The three analytical stages of the internal system (the operational system) are represented by A, B, C, respectively, and the stages of the external system (related to the primary institutional objectives) are represented by AA, BB, and CC, respectively. The numbers 1, 2, and 3 represent a type of internal or external system, the numbers 1-1, 2-2, and 3-3 correlate, making up three different and larger analytical systems. The larger analytical system may include a school system (the system of formal instruction and learning), an educational administration system (the system of educational policy-making, decision-making and control), or the educational system (the system of formal education, including both the school system and the educational administration systems). To explain this further, an example will be given characterizing the Old-New Educational Philosophy Controversy. AA1 represents the philosophy that

Figure 1

Paradigm of Levels of Scientific Analysis

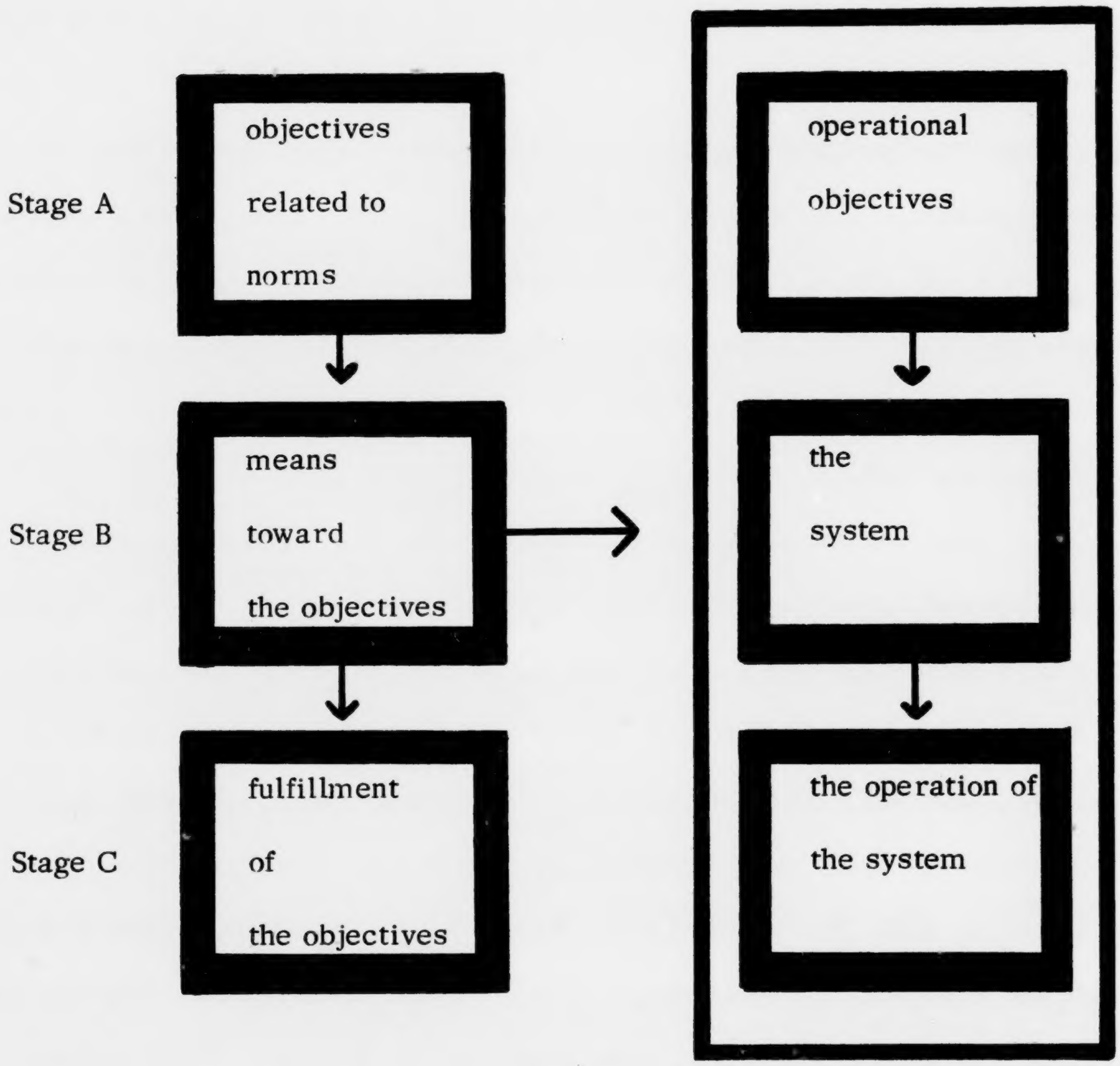
Stage A
objectives related to norms
Stage B
means toward the objectives
Stage C
fulfillment of the objectives
operational objectives
the system
the operation of the system

Figure 2

Internal and External Systems of Education

Stages	types of internal systems			
A	1	2	3	1. Operational objectives (controlling)
B	1	2	3	2. Conceptual Model (Status-role position complex)
C	1	2	3	3. Structural-functional equilibrium (status-role performance complex)
	types of external systems			
AA	1	2	3	1. Educational values and objectives defined by those in power (policy-makers and decision-makers)
BB	1	2	3	2. The Educational System (school system and administrative system)
CC	1	2	3	3. Education as a social institution

(1) one of the main objectives of education is to "identify the intelligentsia," (2) that all children should have to learn to read by the age of 10-12, and (3) that higher education should be free for all who qualify. Directly related to these objectives BB1 would include: (1) standardized external testing instruments, (2) national compulsory education norm, and (3) social approval of higher education as an institution serving the nation. CC1 would include: (1) an exclusive group of institutionally approved academic elite and a large group of institutionally approved majority as non-intellectuals, (2) a relatively high percentage of literacy, and (3) standardized procedures at universities, including admissions, instructional programs, evaluation procedures, and degrees.

The parallel system would include some significantly different elements, but in order to make the comparison meaningful, comparable variables will be selected. AA2 would thus represent a philosophy (1) which stresses the economic and utilitarian aspect of education for the individual specifically, (2) that the primary responsibility for teaching reading should be given to parents or some de-centralized (terminal) educational authorities, and (3) that all students who qualify for higher education may attend but pay tuition fees. BB2 would include: (1) direct external testing instruments (examinations not based on particular textbooks, but general in nature) or direct or indirect internal instruments (school examinations, general, or based on textbooks)

(2) emphasis on individual differences (academic, economic, cultural, etc.) with regard to teaching of reading and (3) social recognition of higher education as an institution serving people individually. CC2 would include: (1) a large university population, (2) a distinct class differentiation (a remote socio-economic region is likely to lag behind the national norm, and (3) a variety of university programs.

To take an example from the educational administration system (A) a high school principal is to be identified first of all as an instructor. Therefore, (B) his role as an instructor is emphasized and his role as an administrator is to the same extent less emphasized. (C) Since his status-position is that of a principal, his efficiency in instruction becomes less important. In other words, his status-position is that of a principal, regardless of the value that a school principal should be directly involved with the work of instructors and the learning experiences of students.

Additional specific examples of the three analytical stages are given below:

System 1

Stage AA	It is important to stabilize school administration and encourage people to settle down permanently.
Stage BB	(1) The government has the responsibility of selecting efficient administrators.
	(2) The Minister of Education appoints school

principals for lifetime.

Stage CC Stabilized administration, firm control, emphasis on personal relationship and cultural involvement, weak social control.

System 2

Stage AA It is important to seek a variety of experience (personnel) in school administration.

Stage BB (1) The local community has the responsibility to select efficient administrators.

(2) The local school board appoints school principals for a short term.

Stage CC Developmental (unstabilized) administration, emphasis on rapid change, impersonal social and cultural involvement.

The function of the internal system of education is only indirectly related to educational objectives, established within the external system. The internal system may work perfectly but not necessarily contribute to the attainment of the objectives established by the external system. In order to understand this phenomenon, it is necessary to identify the actual focal point of the functional system. All children should learn to read (external system's objectives). The internal system, however, focuses upon instruction or teachers' performance. Teachers' performance (as an element of the internal system) may be satisfactory, although students' performance (as an element of the external system) may be unsatisfactory. In conclusion, a satisfactory function of the internal system does not necessarily indicate satisfactory function of the external system.

A perfect educational system is apparently non-existent, but in the Scandinavian countries, as elsewhere, developmental stages may be identified. The problems related to educational development in the Scandinavian countries are not so much a difference of kind as they are of degree. The overall socio-economic development in these countries is highly comparable, but the level of efficiency in the educational systems varies. This difference in the development of these national systems of education appears to be directly related to the degree of consistency and interrelationship between the external and internal systems of education rather than as a result of economic deficiencies.

Testing of the adjustive mechanism of the educational system may, therefore, be based on: (1) the relationship between the internal system and the objectives of the external system and between the internal system and the kind, degree, and rate of change in the objectives of the external system, and (2) the consistency within the analytical stages of the external system.

The Cultural Aspect of the Evaluation

The legal framework for a national system of education is directly related to the tradition, values and social norms in a given society. An educational system is, therefore, to be recognized, first of all, as a social institution (and a social system) within a given society.

In evaluating the selected variables for each national system, consideration was given to certain cultural aspects, namely: (1) historic, (2) political, (3) social, and (4) economic. The determinants listed below represent some of the major underlying cultural characteristics found in the Scandinavian countries.

Historic Determinants

1. A rich literary heritage has created a national pride in 100 per cent literacy.

2. A monarchial background has established a firm authoritarian power structure, which can be related to the Divine Ruler Theory, frequently referred to in social science literature.

3. The leadership role and direct involvement of the State Church with education has minimized the theological aspect in the overall socialization process and thus secularized the church as a social institution.

4. A State-approved examination and diploma is recognized as a basis for academic prestige and administrative power.

5. A person appointed to a position subsequently is given a defined power which he is permitted to hold for life or until retirement.

6. A strong emphasis on a number of modern languages in secondary schools has eliminated the overall curriculum development (cultural necessity).

Political Determinants

1. In spite of social-democratic ideals, the power structure in education is highly centralized and authoritarian.

2. Educational developments are stabilized through an extensive control function of the National Assembly.

3. Local control in education is insignificant (in reality, weak social control).

4. The extensive power held by a Minister of Education allows for a radical reform, a moderate, or conservative educational philosophy (strong social control).

Social Determinants

1. The myth and creed of classlessness referred to by Hodges[6] have a strong sentimental appeal in the Scandanavian countries where, however, stratification is an inescapable fact, as is true in all other complex societies. In accordance with the social-democratic ideals education is provided free for all (i.e. those who qualify, and in approved State-operated institutions of education).

2. Non-vocational education beyond compulsory level (i.e. university preparatory education) is a socially approved institution for the potential intellectual elite.

3. The matriculation examination represents the State's approval of an individual as an intellectual, and as a potential member of the academic power elite.

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[6] Harold M. Hodges, Jr., Social Stratification (Cambridge, Mass.: Schenkman Publishing Company, 1964), pp. 1-15.

4. Further education is to be determined immediately before, or on the completion of compulsory education. Upper secondary education and university education are to be provided free for all who have passed the qualifying examinations. Those who do not attempt to pass the matriculation examination or fail, do not qualify for free university-preparatory education. Vocational education is provided for students who do not qualify for academic education at the lower or upper secondary levels.

Economic Determinants

1. Education has money-value for the State.
2. Education has money-value for the individual.
3. Economy presents a motivation for reform.
4. Approved education, according to law, is to be funded by State and local funds.

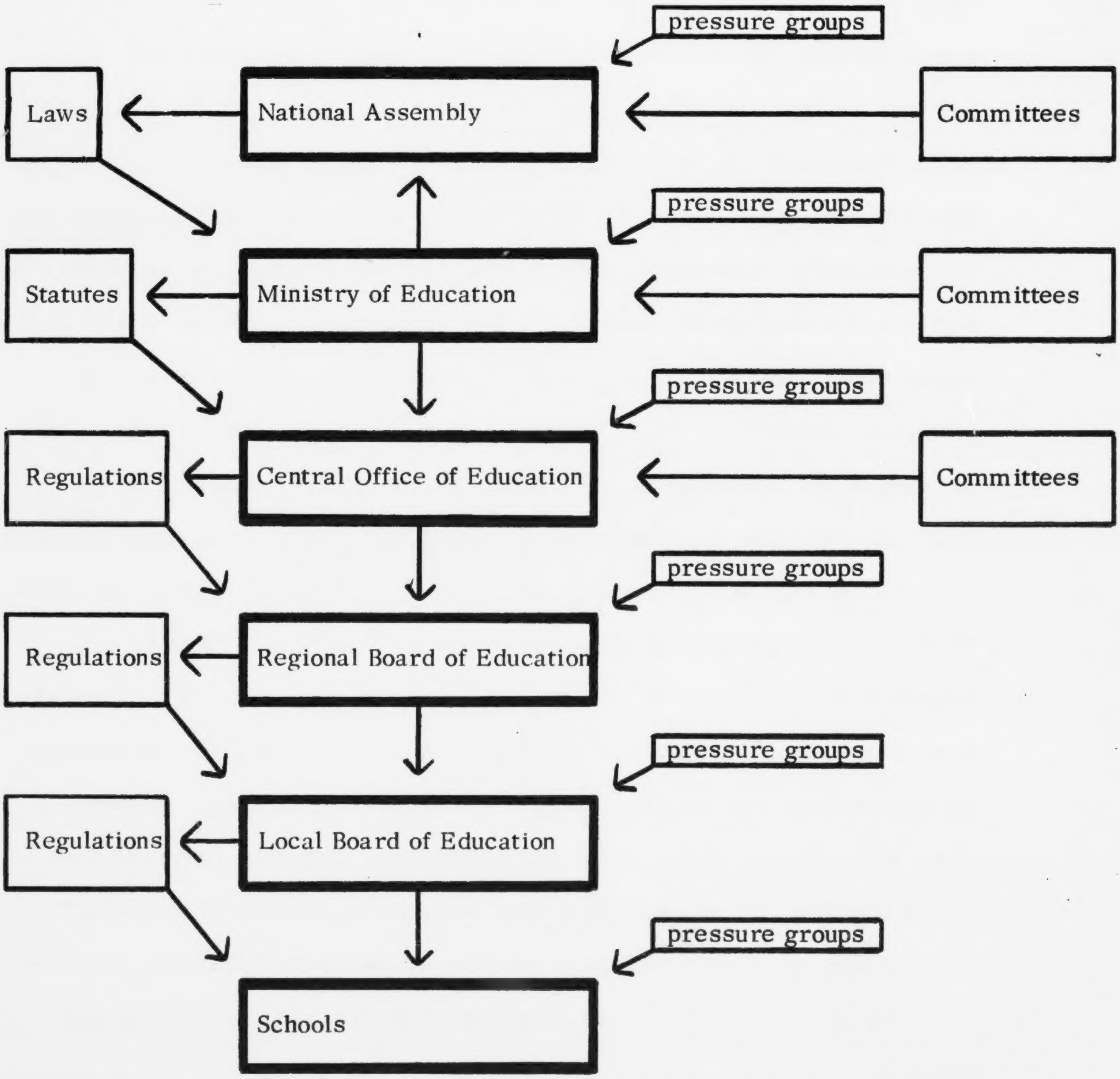
The Scope of Educational Legislation

In a fast changing society institutions such as education are constantly under criticism from pressure groups. Educational systems are commonly criticized for being rigid and not easily adjusted to contemporary social demand. However, the legislative (or legal) basis for the educational system is rarely considered or evaluated by those demanding educational reform. Basic principles of democracy are generally taken for granted, and public criticism, and even criticism and reforms proposed by professional educators, tend to be rather superficial in nature. The control mechanism of social demand, policy-making, decision-making, and law-making, etc. is closely related to the educational administration system. The structure of this control mechanism is basically the same in all five countries. The National Assembly issues laws which have been prepared by either (1) parliamentary committees, (2) lay committees, (3) committees of specialists, (4) committees of lay people and specialists, or (5) research institutes. Issuance of legislation is one of the principle roles of the National Assembly as a response to informal social demand or formal request by Government (the Ministry of Education). The laws, passed by the National Assembly, represent the basic general framework for the educational system. The implementation of this legal framework appears in statutes, directives, rules and regulations issued by the Ministry of Education, which again may be prepared by committees, such as mentioned above, in relation to the preparation of bills for the National Assembly.

In Finland, Iceland and Sweden, a third level of control mechanism may be referred to as a Central Office of Education with the major function of professionally directing the educational system. In Denmark and Norway the Ministry of Education administers directly the educational system. (See Fig. 3, p. 22). The relationship between central and local authority represents the second phase of the social demand control mechanism. At the local level, it is important to recognize the balance of responsibility and power between the political bodies (county councils and town councils)

Figure 3

Structure of the
Social Demand Control Mechanism


pressure groups
Laws
National Assembly
Committees
pressure groups
Statutes
Ministry of Education
Committees
pressure groups
Regulations
Central Office of Education
Committees
pressure groups
Regulations
Regional Board of Educatio
pressure groups
Regulations
Local Board of Education
pressure groups
Schools

and the educational administrative bodies (regional boards of education and local boards of education).

As a response to criticism and social demand, a trend toward decentralization of power has characterized the most recent developments in Scandinavian education. The rate of change differs significantly both in theory and practice due to a balance of responsibility and power established between (1) central and local (or regional) authorities, and (2) political and educational authorities at the local (or regional) level.

A second response to criticism on the ineffectiveness of educational systems appears in the concept of "frame laws." The balance of power within the social demand control mechanism has gradually been altered to the effect that the policy-making and decision-making function of the National Assembly has greatly been decreased. The trend is the same in all five countries. It is generally believed that by eliminating the details from educational legislation the system will subsequently become more manageable and more easily adjusted to change. The power of the National Assembly is decreased and the power of the Ministry of Education is increased. This study indicates that the change of balance in the policy-making and decision-making role of the National Assembly and the Ministry of Education does not result in a less rigid educational system. In other words, the degree of volume and complexity in educational legislation does not determine the rigidity of the educational system. The factors that seem to stabilize the system and make it less flexible and adjustible to change are those found in the "frame law" rather than in the statutes, rules, and regulations, which in most cases are insignificant with regard to the function of the system toward a fixed set of objectives. The increased power assigned the Ministry of Education subsequently increases the Minister's personal responsibility and his ability to promote or initiate reform action. The position of local and regional pressure groups becomes less effective, but the position of national pressure groups becomes more effective. As a result of this alteration in social control, overall planning becomes less difficult. The increased power-position of the Minister of Education has in some cases resulted in the most significant changes in the Scandanavian educational systems. The most outstanding characteristics of the educational development in each country reflect a strong personal philosophy of those who have held the position of Minister of Education in each respective country. The difference which is obvious in the educational developments in these five countries is, however, not related to comparable status-position (power and control) held and maintained by the Ministers, but rather through their power to promote and initiate changes, altering fundamental aspects in the "frame laws."

This study also indicates that the emphasis placed on educational research, especially systems studies, financing of education, and education and economy strengthens significantly the overall development of a national system of education.

In countries, such as Denmark and Iceland, where the Minister of Education holds a strong overall power-position, decentralization of power is going to be insignificant, and inconsistency obvious. Under such conditions, local and regional pressure groups become ineffective and policy-making becomes the primary responsibility of the Ministry of Education.

The division of roles within the Ministry of Education (such as in Denmark and Norway) and the division of roles between the Ministry of Education and the Central Office of Education (such as in Finland, Iceland, and Sweden) represent a variety of responses in order to stabilize the internal system or in order to bring about institutional change. The power position of the Minister of Education is, however, not directly related to the ME Pattern (Ministry of Education) or the ME-COE Pattern (Ministry of Education-Central Office of Education) although the former pattern may appear to strengthen the Minister's power position. The consolidation of the Ministry of Education and the Central Office of Education in Iceland seems to indicate the continuous trend toward strengthening the power-position of the Minister of Education. Decentralization under such a condition may be meaningful perhaps in relation to local financing of education.

In Finland and Sweden, the ME-COE Pattern has been established and both countries seem to be satisfied with the results. In Iceland the Government plans to change to a ME Pattern similar to those found in Norway and Denmark. Norway, on the other hand, has seriously considered the ME-COE Pattern, whereas Denmark remains satisfied with its present arrangement.

The trend can be summarized as follows:

- Sweden and Finland, maintain ME-COE Pattern
- Iceland, moves from the ME-COE Pattern to the ME-Pattern
- Denmark maintains the ME-Pattern
- Norway, considers moving from the ME Pattern to the ME-COE Pattern.

This study indicates that (1) the ME-COE Pattern increases the power and responsibilities of professional educators, and decreases the power of civil servants and politicians. (2) The ME Pattern leans heavily upon temporarily appointed committees of teachers, lay-people, and specialists, (3) the ME-COE Pattern leans heavily upon permanently employed specialists. (4) The ME-COE Pattern does not weaken the Minister's position with regard to national pressure groups. (5) The ME Pattern may be more influenced by local pressure groups through the involvement of local educators and lay people in policy-making committees. A number of other variations may be identified.

The degree of conflict related to financing of education and the administration in general (the Ministry of Education vs. Ministry of Finance) alters significantly the function of the external system of education although the internal system may function satisfactorily.

Conflicts between national norms (all children shall go to school at the age of seven) and local conditions (rural vs. urban communities or rich vs. poor communities) are found in all five countries, the variety being rather in "degree" than "kind." The power position of pressure groups in education seems to correlate with the overall status-position in society (political power, wealth, intelligence, etc.).

The major problems in the educational systems seem to be related to social change, or adjusting the institutional mechanism to new conditions, changed values, and increased rate of change. Increased de-centralization of power will strengthen the position of local pressure groups in local affairs. Increased power given to the Ministry of Education, as a result of the "frame law" concept will weaken the power position of local pressure groups with regard to overall policy-making in education. De-centralization of power will strengthen the overall planning of education. Such planning seems to be most effective under the ME-COE Pattern where the direction of educational administration is solely the responsibility of professional educationists and other social scientists in comparison with temporarily appointed committees of teachers and lay people.

Selected Variables in Five National Systems

Systems are established on the basis of conditions at a given time in a given place. Although structurally stable, systems have a certain degree of adjustive mechanism which may be sufficient to prevent administrative or other functional conflicts. The conceptual model of the educational system is based on: (1) the objectives of the social institution for which the system serves and (2) the values and norms of society. The conceptual model is, therefore, directly related to the objectives, values and norms of a given society.

As pointed out earlier, the efficiency of a system may be tested on the basis of consistency within three analytical stages, as well as through comparison between the internal and external systems. The following sequences (See Fig. 2, p. 13) would indicate a high degree of consistency: (1) AA1, BB1, CC1; (2) AA2, BB2, CC2; and (3) AA3, BB3, and CC3. The following sequences would indicate inconsistency (the degree of which would be determined in regard to specific variables): (1) AA1, BB2, CC1; (2) AA2, BB1, CC3, and (3) AA3, BB2, CC1.

Correlation tests between the internal and external systems would indicate a degree of efficiency to the effect that Type 1 of the internal system serves Type 1 of the external system. The consistency in the analytical stages of the internal system may or may not, therefore, indicate a definite efficiency level. Thus, the sequence A1, B1, C1 would only indicate high efficiency in correlation with the sequence AA1, BB1, CC1. The sequence A1, B1, C1 would indicate low efficiency in correlation with the sequence AA2, BB2, CC2, etc.

Denmark

Status.--

1. Education in Denmark is highly centralized and stable under the Ministry of Education.

2. The Ministry of Education is characterized by strong civil servant administration and stable advisory function of numerous permanent and tentative boards and committees.

3. The decentralized power is recognized as important in its advisory capacity.

4. The political role of the Minister of Education is passive.

5. The administrative role of civil servants (in educational administration) is strong, active and authoritarian.

6. The stability and strength of the administration lies in the traditional values of Old European education philosophy supported by conservativism within the universities, neutrality among political authorities and power status of life-appointed civil servants.

7. Appointments of teachers, principals and educational administrators are made by the Minister of Education strictly on the basis of recommendations by school boards and professional administrators at local and central levels.

8. The administration recognizes social and economic change and wants to raise the overall level of education without changing the basic structure of the educational system.

9. The administration generally ignores and rejects informal criticism by the general public, teachers and students.

10. Formal criticism by professional organizations is recognized, considered and evaluated by approved authorities.

11. Changes that may alter status and power-position in the social stratification system are avoided.

12. The administration maintains that social reform in education can be achieved on the basis of competitive screening procedures.

13. Publication of textbooks is free and textbooks are selected by teachers' councils, municipal councils and school boards.

14. The Ministry of Education has no control over textbook publications.

15. Methods of instruction are usually left open to teachers.

16. All educational planning is done through the work of committees.

17. Instruction in the Christian religion (Lutheran) is mandatory. Religion is recognized as an important basic subject.

18. A teacher who is not a member of the State Church may not teach religion in public schools.

19. Children may be exempted from instruction in religion.

20. Compulsory education shall be the same throughout the country.

Pressure.--

1. The strongest social pressure has come from among university students and students at the upper secondary level and teachers in primary schools and lower secondary schools. The criticism includes the following issues:

(a) The educational administration is undemocratic and bureaucratic.

(b) The universities are old-fashioned (admissions requirements, curricula, instructional programs, evaluation and policy-making).

(c) The whole educational system is not realistic (disregards socio-economic change and scientific and technological developments).

(d) Teacher training is inadequate.

(e) Teachers are not given enough responsibilities.

(f) Teachers receive inadequate salaries.

(g) Individual schools are given inadequate responsibilities.

(h) The streaming system is undemocratic.

(i) The screening procedures are socially unjust.

(j) Student-teacher relationship is disregarded as a result of inadequate teacher training, out-of-date instructional technique and shortage of teachers.

(k) Instruction in religion (the Lutheran doctrine) is undemocratic.

2. Political pressure has been insignificant and no major difference can be recognized in educational policy among the political parties, Government or opposition (the minority within the National Assembly).

3. The general public has not criticized the educational administration nor the educational system in general and no strong pressure for change in the mass media has indicated general dissatisfaction with the educational system.

4. The apprentice system has been criticized for slowing down developments in vocational education. This criticism has been strong within the administration but has not been effective due to lack of interest on the part of trade and industry.

Response.--

1. Student councils have been set up in most upper secondary schools, and students' rights are being more recognized.

2. Administrative duties of principals have been minimized and their instructional duties have been emphasized.

3. Teachers' rights have been increased through reorganization of teachers' councils.

4. Streaming-type schools are being replaced by comprehensive schools.

5. Ability-grouping and screening procedures are being minimized.

6. The time-perspective at the secondary levels has been increased.

7. New disciplines have been introduced at the universities.

8. New instructional programs of non-university status have been introduced at the higher education level.

9. The university departments are becoming more independent of each other with regard to admissions requirements.

10. Increased emphasis is being placed on educational research.

11. An experimental upper secondary school is to be established by 1973, to carry out scientific experiments at the upper secondary level.

12. Teacher training is being improved.

13. Individual schools are being given increased responsibility through discontinuance of indirect external examinations at the primary and lower secondary education levels.

14. Student-teacher relationships have been strengthened through the release from pressure of indirect external examinations.

Evaluation.--

1. The administration is characterized by authoritarian sentiments and strong emphasis on cultural and traditional values related to social stratification and power.

2. The values and policy of the administration are strongly supported by the general public.

3. Formal criticism related to education is accepted and responded to through approved channels of authority.

4. Informal, radical criticism is generally ignored and rejected by the administration.

5. The status-position of civil servants in educational administration is strong.

6. The status-position of primary and lower secondary school teachers is low (compared to other professional groups with similar educational background).

7. The status-position of upper secondary school teachers and university professors is high and stable.

8. The strength and stability of the administration lies in the support of university professors and upper secondary school teachers and the neutrality of political parties and authoritarian sentiments among the general public toward life-term appointed civil servants.

9. The nature of decentralized power, mainly advisory, is strong, functional and stable.

The Educational Administration System.-- The Educational Administration System indicates a high degree of consistency within the external system, characterized by authoritarian power, stable centralized administration and general disregard for public opinion, but is dependent on a popular academic-power elite, and life-term appointed administrators. A high degree of consistency is also evident in the internal system. Recent developments seem to indicate certain inconsistencies such as increased student rights within the upper secondary schools and emphasis on the instructional role of principals. The increased rights of teachers' councils and increased teacher training may also have an effect on the Educational Administration System. Considering the strong public support for authoritarian administration and the strong backing of university professors and neutrality of political parties, these inconsistencies are of no significant importance.

The School System.-- Until very recently the Danish school system was characterized by a high degree of consistency based on the philosophy that the primary objective of education was "the identification of the intelligentsia." Directly related to this educational philosophy, the Danish system included (1) a streaming system (ability grouping), (2) extensive indirect external examinations at primary, lower secondary and upper secondary levels, (3) limited time perspective (instructional program to be completed within a fixed time limit) at the secondary levels, and (4) narrow scope of curricula (characterized by a fixed selection of textbooks).

Recent developments in Danish education indicate that the administration is aware of an increased public support of a more utilitarian educational philosophy, namely, "equal educational opportunities for all." By gradually releasing the pressure of external testing the administration hopes to avoid major conflicts during the present transition period. The introduction of the comprehensive school is also a major step in the direction of adjusting the internal system to the changing objectives of the external system. The various moves in the expansion of higher education and improved teacher training also indicate a firm and determined administrative position.

Finland

Status.--

1. Education in Finland is highly centralized, under the Ministry of Education and the Central Board of Schools. (A number of vocational schools come under different ministries.)

2. The Educational Administration is characterized by the dual function of a relatively small Ministry, staffed by professional civil servants, and a large Central Board of Schools, staffed by professional educationists.

3. Decentralized power is rather significant as it relates to the execution of educational legislation and direction of local schools. But with respect to overall policy-making, decentralized power is insignificant.

4. The political role of the Minister of Education reflects socio-economic and political conflicts between political parties concerning educational issues such as rural education, instruction in the second national language and foreign languages, and operation of private schools and comprehensive schools.

5. The administrative role of civil servants (in educational administration) is primarily related to the function of the Ministry of Education with respect to the National Assembly and the Government collectively (legal

matters). The roles of administrators and researchers in the Central Board of Schools is educationally professional and related to the overall supervision and direction of schools.

6. The strength of the administration lies in clearly defined roles between the Ministry of Education and the Central Board of Schools and strong support from the Government and the National Assembly.

7. Appointments of teachers (other than primary school teachers who are selected by local school boards), principals and educational administrators are made by the Minister of Education strictly on the basis of recommendations by school boards and professional administrators at local and central levels.

8. The administration is fully aware of socio-economic change and the uneven educational developments in Finland up to the present time. The administration has made a firm move toward raising the overall level of education through thorough revision and reorganization of the administrative structure.

9. The administration generally welcomes informal criticism by the general public, teachers and students.

10. Formal criticism by professional organizations is recognized and considered by approved authorities.

11. Traditionally, status and power-positions in the social stratification system have been definite and significant, related to family background, economy, power, occupation and education. Although the traditional sentiments still remain, an attempt is being made to equalize

individual opportunities to power-position.

12. The administration maintains that social reform in education can only be achieved through an overall upgrading of the educational system and equal educational opportunities for all.

13. Publication of textbooks is free, and from an approved list issued by the Central Board of Schools the textbooks may be selected by municipal councils, school boards and individual teachers.

14. The Ministry of Education and the Central Board of Schools approve textbooks for use in public schools.

15. Methods of instruction are usually left open to teachers.

16. All educational planning is directly or indirectly headed or supervised by the Central Board of Schools. Specific planning on evaluation assignments may be given to temporarily appointed committees of lay-people, teachers and specialists.

17. Instruction in the Christian religion (Lutheran or Orthodox) is mandatory. Religion is considered an important part of the cultural heritage.

18. A teacher who is not a member of either the Lutheran or the Orthodox Church may teach religion in public schools.

19. Children may be exempted from instruction in religion.

20. An attempt is being made to provide the same minimum compulsory education throughout the country.

Pressure.--

1. The strongest social pressure has come from among professional teacher organizations, trade unions, labor unions and political parties. Social pressure on educational reform has also come from university students and students at the upper secondary level. The criticism includes the following issues: (a) The educational administration is attempting to eliminate the private schools. (b) The universities are old-fashioned (admissions requirements, curricula, instructional programs, evaluation and policy-making). (c) The whole educational system is unrealistic (conditions in rural districts have not been taken into consideration where the comprehensive schools have been established). (d) Teacher training is adequate. (e) Vocational education is disorganized and inadequately developed. (f) Adult education is inadequate.

2. Political pressure has been strong, and definite educational policy has been established by political parties, Government and opposition.

3. The general public has criticized the administration concerning specific issues, especially those related to local conditions. This criticism has been expressed mainly in local newspapers.

4. Vocational education and adult education have been criticized by trade union, labor union and political leaders.

The administration strongly supports new developmental programs in vocational and adult education.

Response.--

1. Student councils have been set up in most upper secondary schools operated by public funds, and students' rights are being increasingly recognized.

2. Administrative duties of principals have been minimized and their instructional duties have been emphasized.

3. Teachers' responsibilities have been increased.

4. Streaming-type schools are being replaced by comprehensive schools.

5. Ability-grouping and screening procedures are being minimized.

6. The time perspective at the secondary levels has been increased.

7. The university programs have been strengthened.

8. New instructional programs of non-university status have been introduced at the higher education level.

9. The university departments demand individual admissions requirements for students.

10. Increased emphasis is being placed on educational research.

11. A number of experimental schools have been established at the compulsory education levels.

12. Teacher training is being improved.

13. Individual schools are given increased responsibility through discontinuation of indirect external examinations at all levels.

14. Student-teacher relationships have been strengthened through the release from pressure of indirect external examinations.

Evaluation.--

1. The administration is characterized by a clearly defined dual function of centralized power, namely the Ministry of Education and the Central Board of Schools. The supported philosophy emphasizes the utilitarian aspect of education and an overall modernization of schools.

2. The values and policy of the administration are generally supported publicly. A number of issues have caused disagreement and public debate.

3. Formal criticism related to education is encouraged and responded to through approved channels of authority.

4. Informal radical criticism is accepted and responded to by the administration.

5. The status-position of civil servants in educational administration is strong.

6. The status-position of primary and lower secondary school teachers is high (compared to other professional groups with similar educational background).

7. The status-position of upper secondary school teachers and university professors is high and stable.

8. The strength of the administration lies in a reformatory policy with a strong utilitarian aspect to the public and strong political support by the Government collectively and the National Assembly.

9. The nature of decentralized power is directly related to local administrative affairs but not related to the overall policy-making in education.

The Educational Administration System.-- The Educational Administration System indicates some degree of inconsistency within the external system which is characterized by professional educationists supported by democratic power and life-appointed civil servants, centralized administration, high regard for public opinion and social demand. A degree of inconsistency is also apparent in relation to the internal system.

The inconsistencies in the external system are especially related to the conflicts of: (1) social control versus life-term appointments, and (2) traditionalism in university policy (through self-government of the University of Helsinki) vs. utilitarianism in the policy of the Educational Administration.

These and other inconsistencies in the Educational Administration System are directly related to the recent changes in educational policy and the establishment of the Central Board of Schools. Some of the functional relationships have not yet developed to the extent that their degree of efficiency could be easily determined. The administrative system, in spite of a well-defined role distinction between the Ministry of Education and the Central Board of Schools, is still at a formative stage and has not yet developed into a highly efficient system, neither in theory nor in practice.

The degree of reform orientation within the administration is due to the relatively high status-position of teachers and their direct involvement with policy-making. The pressure from the teachers' organizations has thus become a pressure from within rather than from outside the administration.

The strongest external pressure comes from university students who criticize undemocratic and out-of-date university policies. The professors have defended strongly the university policy; and due to a considerable degree of self-government, the educationl administration, has had to by-pass the established university policy and initiate higher education programs of non-university status. The introduction of teacher training at the university level may, however, be considered as a degree of compromise between conservatives in the universities and reformists in the Central Administration.

The School System.-- Until very recently the Finnish school system was characterized by a high degree of consistency based on the philosophy that the primary objective of education was "the identification of the intelligentsia." Directly related to this educational philosophy, the Finnish system included (1) a streaming system (ability grouping), (2) extensive indirect external examinations at primary, lower-secondary and upper secondary levels, (3) limited time perspective at secondary levels, (4) narrow scope of curricula, (5) a large number of private schools at the secondary levels, and (6) different educational status in rural and urban areas.

The Finnish school system has undergone a major revision and as such it is still at a formative stage. The present educational philosophy is utilitarian and highly democratic in nature, and emphasizes human rights and equal educational opportunities for all. The major importance of the reform lies in the strong overall administrative function of the Central Board of Schools. The introduction of the comprehensive school is a major step in adjusting the internal system to the changing objectives of the external system. Other major changes would include discontinuation of indirect external testing, broadening the scope of curricula, increasing the time perspective in secondary schools, increasing vocational education and adult education, and moving teacher training up to the university level. Among inconsistencies in the school system are: (1) the traditional role of private schools (related to social class) vs. the administration's policy of including all private schools in the state system and (2) integration of academic and vocational subjects (comprehensive schools) vs. conditions for such operation (large urban vs. small rural community).

Iceland

Status.--

1. Education in Iceland is highly centralized but unstable under the Ministry of Education and the Central

Office of Education.

2. The Educational Administration is characterized by a dual function of a Ministry staffed by professional civil servants and a Central Office of Education staffed by professional educationists.

3. Decentralized power is significant in urban districts through the function of local offices of education, but in rural districts decentralized power is insignificant.

4. The political role of the Minister of Education is active and authoritarian.

5. The administrative role of civil servants (in educational administration) is active and authoritarian and relates to all aspects of educational supervision and direction. The administrative role of professional educationists at the Central Office of Education is passive and functionally undefined.

6. The strength of the administration lies in the traditional values of Old European educational philosophy supported by conservatism among upper secondary school teachers, university professors, and a class consisting of an academic power elite, in business and politics. This policy is also strengthened due to ineffective political opposition within the National Assembly and power status of life-appointed civil servants and government advisors in educational affairs.

7. Appointments of teachers, principals and educatioal administrators are made by the Minister of Education. Teachers' appointments and appointments of principals in

rural districts are made strictly on the basis of recommendations by school boards. The appointments of principals in urban districts and the appointments of educational administrators may be determined by the Minister of Education regardless of the recommendations by professional administrators.

8. The administration realizes that educational developments have not kept pace with socio-economic developments and social demand. The administration wants to raise the overall level of education without changing the basic structure of the educational system. The move in this direction is characterized by strengthening the power of the Minister of Education and the Director General of the Ministry and by the Minister's appointment of numerous advisory committees to study and revise the function of the different types of schools.

9. The administration may or may not ignore and reject informal criticism by the general public, teachers and students, depending on the political implications.

10. Formal criticism by professional organizations may or may not be recognized and responded to.

11. Changes that may alter status and power-position in the social stratification system are avoided.

12. The administration maintains that social reform in education can be achieved on the basis of competitive screening procedures.

13. Publication of textbooks is done by the State

Textbook Publishing House, which directs, supervises and approves all textbooks for the compulsory education levels.

14. The State Textbook Publishing House functions directly under the Ministry of Education.

15. Methods of instruction are determined by indirect external examinations in primary and lower secondary schools.

16. All educational planning is done through committee work.

17. Instruction in the Christian religion (Lutheran) is mandatory. Religion is considered an important basic subject.

18. A teacher who is not a member of the State Church may teach religion in public schools.

19. Children may be exempted from instruction in religion.

20. An attempt is being made to provide the same minimum education throughout the country.

Pressure.--

1. The strongest social pressure has come from university students and students at upper secondary education level schools, both university preparatory and vocational schools. Strong pressure has also come from professional teacher organizations, individual teachers at all levels and young people's political parties. Finally, strong pressure has been extended through newspapers,

especially the Morgunblaðið,[7] and magazines and periodicals. Criticism includes the following issues: (a) The educational administration is undemocratic, bureaucratic, and characterized by conflicts due to uncoordinated administrative roles. (b) The University of Iceland is old-fashioned (admissions requirements, evaluation and policy-making). (c) The whole educational system is unrealistic (disregards socio-economic change and scientific and technological developments). (d) Teacher training is inadequate. (e) Teachers are not given enough responsibilities. (f) Teachers receive inadequate salaries. (g) Individual schools are given inadquate responsibilities. (h) The streaming system is undemocratic, ineffective and socially unjust. (i) The screening procedures are socially unjust and pedagogically unsound. (j) Student-teacher relationship is disregarded as a result of inadequate teacher training, out-of-date instructional technique and shortage of teachers. (k) Textbooks are inadequate and curriculum development slow. (l) Vocational education and adult education are badly organized. (m) Rural compulsory education is inadequate. (n) Educational legislation is disregarded by the educational administration. (o) Principals and educational administrators are appointed on the basis of political affiliation. (p) Educational research is inadequate.

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[7] The Morgunblaðið is one of the most effective mass media publications in the country. It informally supports the Independent Party (rightist) which forms a coalition government with a small bourgeoisé party, the Public Party of which the Minister of Education is a member.

2. Political pressure has been insignificant within the National Assembly, and no major difference can be recognized in educational policy among the political parties, Government or opposition. Political pressure outside the National Assembly has been considerable, especially among young people's parties.

3. The general public has strongly criticized the educational administration and the educational system in general. This criticism has been widely expressed in local and national newspapers, in public meetings and by resolutions from numerous organizations, associations, trade, business and labor unions, etc. Criticism in radio and television is, however, kept within the strict policy of neutrality due to the State's monopoly of the media.

4. Vocational education has been reorganized through the issuance of new legislation. The administration of this new Act has been ineffective, and consequently it has been under heavy criticism throughout the country. The ineffectiveness of this Act is due to urban-type standards which do not fit the various local conditions. No attempt has been made to modernize adult education in spite of obvious and strong public demand.

Response.--

1. Student councils have been set up in secondary schools and students' rights have been significantly

increased. At the University of Iceland student representatives, together with the professors, are eligible to vote for the President.

2. Assistant principals have been appointed to the larger schools at primary and lower secondary levels to assist the principals with their administrative duties.

3. A number of committees have been appointed by the Minister of Education to make recommendations for the reorganization of different types of schools or educational levels.

4. The Central Office of Education is to be discontinued and its previous function added to that of the Ministry of Education.

5. The role, according to law, of the Commissioner of Education, who heads the Central Office of Education, has gradually been assumed by the Minister of Education.

6. Supervision of educational research has been introduced within the Ministry of Education.

7. Extensive amendments (legal exemptions) are continuously being issued by the National Assembly to avoid major conflicts in education.

8. Extensive exemptions to statutes, rules, regulations and directives are continuously being issued by the Minister of Education to avoid conflicts in education.

9. The university departments are becoming more independent of each other with regard to admissions requirements.

10. The instructional programs and research at the

university have been increased.

11. The circuit school system is gradually being discontinued in the rural districts and replaced by boarding schools.

12. Teacher training is being improved.

13. Financial aid to students has been increased.

14. Foreign education specialists have been invited to make recommendations for the improvement of the educational system.

15. An attempt by the administration is being made to improve the quality of basic educational statistics and to utilize further the services available through active participation in international educational organizations.

Evaluation.--

1. The administration is characterized by authoritarian sentiments and a strong emphasis on cultural and traditional values related to social stratification and power. The administration has been ineffective due to uncoordinated and opportunistic educational policy and a complete lack of stability.

2. The values of the administration are supported by the majority of conservatives, but the execution of the educational policy has generally been rejected by all.

3. Formal criticism by professional organizations may or may not be responded to, depending on the political implications.

4. Informal, radical criticism by the general public,

teachers and students, may or may not be responded to, depending on the political implications.

5. The status-position of civil servants in educational administration is strong.

6. The status-position of primary and lower secondary school teachers is low (compared to other professional groups with similar educational background).

7. The status-position of upper secondary school teachers and university professors is high but unstable.

8. The strength of the administration lies in the support of conservatives among upper secondary school teachers, university professors, and a class consisting of an academic power elite in business and politics. This strength is also due to ineffective political opposition within the National Assembly and power status of civil servants and government advisors in educational affairs.

9. The nature of decentralized power is significant in urban districts but insignificant in rural districts.

The Educational Administration System.--

The Educational Administration System indicates both consistency and inconsistency within the external system. The consistency is characterized by authoritarian power, centralized administration, general disregard for public opinion, but dependence on a traditionally strong conservative academic power elite. The inconsistency is related to the value lag between the administration and the strong opposition demanding modernized, utilitarian and humanistic educational reform. There is also considerable inconsistency in relation to the internal system, and a high degree of inconsistency within the internal system. The inconsistency between the external and internal system is related to a clash caused by the selection of one means in order to obtain two conflicting objectives. The administration wants to increase the utilitarian aspect of education but also to emphasize the educational objective to identify the intelligentsia. Both these objectives the administration intends to obtain through: (1) strong segregation in curricula (academic vs. vocational), (2) ability grouping in primary schools, (3) narrow curricula, limited time perspective, and streaming in upper and lower secondary schools, (4) extensive indirect external examinations, and (5) life-term appointments to all major administrative posts. The inconsistency within the internal system is strongly evident through clashes in administrative roles between (1) the Minister of Education and the Commissioner of Education, (2) the Commissioner of Education and the Director General of the Ministry of Education, (3) the Superintendent of Reykjavík Schools and the Central Administration (the Ministry of Education or the Office of Education). This inconsistency is also evident in: (1) the lag between laws passed and laws executed, (2) between the money-awarding branch and the money-spending branch of government, and (3) conflicts in State and local funding. During the last two to three years, public criticism of the educational system has increased steadily. The present Minister, who has now held office for fourteen years, has apparently not been able to provide the leadership necessary for adequate modernization of Icelandic education. The cause for this unfortunate development can be traced to the Minister's gradual manipulation of power toward a complete dictatorship.

The School System.--

The educational administration maintains that the primary objectives of education are to identify the intelligentsia. Consistent with those objectives, the Icelandic School System emphasizes (1) streaming (ability grouping), (2) extensive indirect external examinations at primary and lower secondary levels, (3) limited time perspective at secondary levels, and (4) narrow scope of curricula. In this respect there is a high degree of consistency within the external system. The inconsistency (1) within the external system, (2) between the external and internal system and (3) within the internal system is directly related to the same variables mentioned above on the Educational Administration system.

Economic developments in Iceland have already been severely impaired by misdirected educational policies of an undemocratic and authoritarian nature. With increased social pressure a shift in educational policy can be anticipated in the near future.

Norway

Status.--

1. Education in Norway is centralized under the Ministry of Church and Education.

2. The Ministry of Church and Education is characterized by a strong civil servant administration and a stable advisory function of numerous permanent and tentative boards and committees, professional educationists and other specialists.

3. The decentralized power is strong in curricula, vocational education and local education management.

4. The political role of the Minister of Education reflects socio-economic and political conflicts between political parties concerning education (issues such as state support for private schools, vocational education, rural education and teacher training).

5. The administrative role of civil servants (in educational administration) is strong, active but not authoritarian. The administrative role of professional educationists is active but moderately conservative.

6. The stability and strength of the administration lies in a clearly defined role function between (1) the Minister of Church and Education, (2) the Director General and the administrative staff of civil servants, and (3) the departmental directors, directors of divisions and special bureaus and staffs of professional educationists.

7. Appointments of teachers, principals and educational administrators are made by the Minister of Education

strictly on the basis of recommendations by school boards and professional administrators at local and central levels.

8. The administration realizes that rural education is insufficient and not up to minimum national standards. The administration wants to raise the level of rural education through an economically practical consolidation of schools and through special consideration of local conditions, especially in the area of vocational education.

9. The administration generally welcomes informal criticism by the general public, teachers and students.

10. Formal criticism by professional organizations is recognized and considered by approved authorities.

11. Changes that may alter status and power-position in the social stratification system are avoided.

12. The administration maintains that social reform in education can be achieved on the basis of competitive screening procedures.

13. Publication of textbooks is free but the State Publishing House provides textbooks in the area of vocational and special education. All textbooks used in State public schools are approved by the Ministry on the basis of recommendations by the Central Advisory Board.

14. The Ministry of Education approves textbooks to be used in public schools.

15. Methods of instruction are increasingly left

open to teachers.

16. Educational planning is done through the work of committees, permanent staffs within the various departments of the Ministry, and other institution or university departments.

17. Instruction in Christian religion (Lutheran) is mandatory. Religion is considered an important basic subject.

18. A teacher who is not a member of the State Church may not teach religion in public schools.

19. Children may be exempted from instruction in religion.

20. An attempt is being made to provide the same minimum compulsory education throughout the country.

Pressure.--

1. The strongest social pressure has come from business and political leaders in the rural districts and from students at secondary levels and higher education levels as well as from teachers in primary schools and lower secondary schools. Criticism includes the following issues: (a) The educational administration is primarily concerned with the State, but less interested in individuals' needs and desires. (b) The universities are outdated (admissions requirements, curricula, instructional programs, evaluation and policy-making). (c) The whole educational system is unrealistic (rural education is lagging far behind the national norm and the whole educational system is a "business

operation" and therefore economically unjust and socially undemocratic). (d) Teacher training is inadequate. (e) Teachers are not given enough responsibility. (f) Teachers receive inadequate salaries. (g) Individual schools are given inadequate responsibilities. (h) The streaming system is undemocratic, ineffective and socially unjust. (i) The screening procedures are socially unjust and pedagogically unsound. (j) Student-teacher relationships are disregarded as a result of inadequate teacher training, outdated instructional techniques and shortage of teachers. (k) Rural compulsory education is inadequate. (l) Vocational education has no overall direction and planning.

2. Political pressure has been strong, and definite educational policy has been established by political parties, Government, and opposition as well as individual representatives from the different regions.

3. The general public has criticized the administration concerning specific issues, especially those related to local conditions. The educational system has also been criticized in general for undemocratic practices, especially those related to streaming and screening in secondary schools.

4. Vocational education is primarily organized within the local districts. The quality of vocational education varies considerably in the different districts and towns, but the apprentice system has generally slowed down overall developments and modernization of vocational education.

Response.--

1. Student councils have been set up in most upper secondary schools and students' rights are being increasingly recognized.

2. Administrative duties of principals have been minimized and their instructional duties have been maximized.

3. Teachers' responsibilities have been increased.

4. Streaming-type schools are being replaced by comprehensive schools in urban districts.

5. Ability grouping and screening procedures are being minimized.

6. The time perspective at the secondary levels has been increased.

7. The university programs have been strengthened.

8. New instructional programs of non-university status have been introduced at the higher education level.

9. The university departments are becoming more independent of each other with regard to admissions requirements.

10. The laws on experimentation in education have moved Norway firmly ahead in realistic and effective educational research.

11. A number of experimental projects are presently being carried out in different schools, especially at primary and lower secondary levels.

12. Teacher training is being improved.

13. Individual schools are given increased responsibilities through discontinuation of indirect external

examinations at primary and lower secondary levels.

14. Student-teacher relationships have been strengthened through the release of pressure from indirect external examinations.

15. The circuit school system in rural districts is gradually being discontinued and replaced by boarding schools or bus services.

16. Reorganization of the Ministry of Church and Education is being considered.

17. Special emphasis is being placed on cooperation between the administration and business, trade and labor unions with regard to the reorganization of vocational and adult education.

18. Special emphasis is being placed on educational planning in relation to the nation's overall economy and manpower need.

Evaluation.--

1. The administration is characterized by a strong bureaucratic structure emphasizing the State's overall efficiency. The philosophy emphasizes the utilitarian aspect of educational planning, but also emphasizes cultural and traditional values related to social stratification and power.

2. The values and policy of the administration are strongly supported by the urban population, but widely criticized in rural regions. Criticism in some areas of the general function of the school system (streaming, screening, ability grouping and external testing) has been favorably

received by the administration which intends to move in that direction (unit system, internal testing, etc.) but not take the initiative until sufficient support has been secured by the public and the National Assembly.

3. Formal criticism related to the overall updating of education is accepted and responded to through approved channels of authority.

4. Informal radical criticism is accepted and responded to by the administration.

5. The status-position of civil servants in educational administration is strong.

6. The status-position of primary and lower secondary school teachers is comparable to other professional groups with similar educational background.

7. The status-position of upper secondary school teachers and university professors is high and stable.

8. The effectiveness and stability of the administration lies in its strong bureaucratic function determined by the objectives and policies held by the Government in power.

9. Decentralized power is strong in curricula, vocational education and local education management.

The Educational Administration System.-- The Educational Administration System indicates a high degree of consistency within the external system characterized by a strong centralized bureaucratic power, life-appointed civil servants, and a large number of professional educationists, high regard for the State's welfare, and recognition of progressive ideas for change.

There is some degree of inconsistency with regard to the internal system due to the gradual move toward a more progressive and democratic education. There is a high degree of consistency within the internal system which is evident through its high degree of consistency and role distinction.

The School System.-- The Norwegian school system is characterized by considerable inconsistency in the external system between the external and internal system and within the internal system.

The external system is characterized by conflicts due to gradual change in educational policy away from the "identification of the intelligentsia" toward "equalization of opportunity for all," away from external tests toward internal tests, and away from national standards toward individual school standards. The inconsistencies between the external and internal systems, as well as the inconsistency within the internal system, are related to the same variables.

The developments of the Norwegian school system are slow but firm. The administration is fully aware of some of the barriers for more progressive educational development. It also appears to be fully aware of some effective means to improve these conditions. However, the policy of the administration seems, first of all, to be concerned with administrative efficiency rather than reformatory policies. Through the act on experimentation in education, the administration has, however, opened the doors for a more effective and progressive development in the near future.

Sweden

Status.--

1. Education in Sweden is highly centralized under the Ministry of Education and the National Board of Education (a number of vocational schools come under different ministries).

2. The Educational Administration is characterized by a dual function between the Ministry of Education headed by the Minister of Education and the National Board of Education headed by the Director General. The Ministry is staffed by professional civil servants, but the National Board of Education is staffed by professional educationists, teachers, researchers and educational administrators.

3. Decentralized power is rather insignificant as it relates to the execution of educational legislation and direction of local schools. But with regard to overall policy-making, decentralized power is insignificant.

4. The political role of the Minister of Education reflects a strong reformatory educational policy supported by an active policy-making role of the National Assembly and strong support by the Government.

5. The administrative role of civil servants (in the Ministry of Education) is primarily related to the formal and legislative function of the Ministry with respect to

the National Assembly, the Government, collectively, and the National Board of Education. The roles of educationists, researchers and educational administrators in the National Board of Education spans the overall planning, research, supervision and direction of all education.

6. The strength of the administration lies in clearly defined roles between the Ministry of Education and the National Board of Education and a strong support from the Government and the National Assembly.

7. The appointments of teachers, principals and educational administrators are made by the National Board of Education strictly on the recommendation of school boards and professional administrators at local and central levels.

8. The administration has taken an enormous step toward modernizing the educational system according to scientific knowledge and social need.

9. The administration generally welcomes informal criticism by the general public, teachers and students.

10. Formal criticism by professioanl organizations is recognized and considered by approved authorities.

11. A special attempt is being made to raise the overall efficiency of the educational system and to provide equal educational opportunities for all and to equalize individual opportunities to power positions strictly in relation to qualifications.

12. The administration maintains that social reform

in education can be achieved only through an overall upgrading of the educational system and equal educational opportunities for all.

13. Publication of textbooks is free, and from an approved list (issued by the National Board of Education) textbooks may be selected by municipal councils, school boards and individual teachers.

14. The National Board of Education approves textbooks for use in public schools.

15. Methods of instruction are generally optional to teachers.

16. All educational planning and educational research is directed by the National Board of Education.

17. Instruction in Christian religion (general) is mandatory. Religion as a subject has been criticized as being contrary to basic civil rights.

18. A teacher who is not a member of the Lutheran Church may teach religion in public schools (approximately 98 per cent of the population belong to the State Church which is Lutheran).

19. Children may be exempted from instruction in religion.

20. Compulsory education is the same throughout the country.

Pressure.--

1. A strong social pressure has come from university professors and upper secondary school teachers, professional

teacher organizations, business, trade, and labor unions, various interest groups, university students and students at secondary levels. Criticism includes the following: (a) The administration is lowering the standards of academic education by the new educational policy. (b) Students' rights are not adequately recognized within the universities. (c) The abolition of indirect external examinations and the matriculation examination has unstabilized the practical meaning of diplomas. (d) The comprehensive school is too expensive and in some cases impractical. (e) The training of teachers is inadequate with regard to the changes in the school system. (f) Internal testing decreases the national efficiency control (educational standardization). (g) The unit system is impractical.

2. Political pressure has been strong, and definite educational policy has been established by political parties, Government and opposition.

3. The general public has criticized the administration concerning specific issues and basic policy. This criticism has been expressed in all mass media.

4. The strongest educational policy expressed by the administration is related to the integration of academic and non-academic subjects. According to that policy basic instruction in vocational subjects is being emphasized. Vocational education at the upper secondary level is also being completely revised.

Response.--

1. Student rights are being more extensively recognized.

2. Administrative duties of principals have been minimized and their instructional duties have been maximized.

3. Teachers' responsibilities have been increased.

4. Teacher training and in-service training for teachers have been reorganized according to the new system.

5. Schools are being modernized.

6. New methods of instruction are being introduced.

7. The university programs have been strengthened.

8. New instructional programs of non-university status have been introduced at the higher education level.

9. A new type of upper secondary school has been introduced.

10. The general, comprehensive high school has been strengthened.

11. The university departments demand individual admissions requirements for students.

12. Increased emphasis is being placed on educational research.

Evaluation.--

1. The administration is characterized by a clearly defined dual function of centralized power, namely by the Ministry of Education and the National Board of Education. The educational policy emphasizes the utilitarian, democratic aspect of education and an overall modernization of schools.

2. The value and policy of the administration are generally supported by the public. A number of basic issues have caused disagreement and public debates.

3. Formal criticism related to education is encouraged and responded to through approved channels of authority.

4. Informal radical criticism is accepted and responded to by the administration.

5. The status-position of civil servants in educational administration is strong.

6. The status-position of primary and lower secondary school teachers is high (compared to other professional groups with similar educational background).

7. The status-position of upper secondary school teachers and university professors is high and stable.

8. The strength of the administration lies in a modern educational policy with a strong utilitarian appeal to the public and strong political support by the Government collectively and the National Assembly.

9. The nature of decentralized power is directly related to local administrative affairs but not related to overall policy-making in education.

The Educational Administrative System.-- The Educational Administrative System is characterized by a high degree of consistency. The external system is characterized by (1) a high degree of social control, (2) short-term appointments, (3) a high degree of division of labor within the administration, and (4) democratic support.

There is also a high degree of consistency between the external system and the internal system which is evident through the efficiency of the external system. The internal system has still some minor inconsistencies related to long-term appointments of civil servants in the Ministry of Education.

In general, the administrative system must be recognized as highly efficient. It has completed its formative stage in a complete revision of the educational system and now represents the world's most highly scientifically developed educational system. This, however, does not mean that the Swedish people have solved all their social and economic problems, but from an educational administrative point of view and socio-economic point of view, they have reached an overall level of efficiency not matched by other national systems of education.

The School System.-- The Swedish school system is characterized by a high degree of consistency within the external system in relation to the external and internal system and within the internal system. This is evident through the introduction of the new school system which is characterized by: (1) an integration of academic and non-academic subjects in a comprehensive system, (2) internal examinations and guidance programs, (3) direct external testing instruments, (4) a general unit system in secondary schools, (5) long-term perspective and a broad curriculum scope, (6) individual school standards, (7) an emphasis on student-teacher relationships and (8) equal educational opportunities for all.

Probably the most significant indication of the efficiency of the Swedish school system is related to the pedagogical emphasis on minimizing the traditional status position of superior intelligence as a class symbol of a power elite.

JUXTAPOSITION

It has been pointed out earlier that a more extensive and thorough analysis, and an in-depth developmental study, are needed for each national system. The data presented in the classification scheme[8] which follows is an attempt to categorize the variables (relevant data) in order to establish a common comparative framework for analytical purposes.[9]

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[8] A key to the seven-digit coding scale: 1st digit, country (1-Denmark, 2-Finland, 3-Iceland, 4-Norway, 5-Sweden); 2nd, 3rd and 4th digit, reference source (See Appendix); 5th and 6th digit, type or level of education (00-compulsory education, 01-lower level primary education, 02-upper level primary education, 03-both levels primary education, 04-lower level secondary education, 05-upper level secondary education, 06-both level secondary education, 07-vocational education, 08-higher education, 09-teacher training, 10-pre-primary education, 11-special education, 12-adult education, 13-research, 14-general education, 15-municipal schools that may include non-compulsory, secondary, and vocational education as well as compulsory education); 7th digit, emphasis (0-basic conditions, 1-curricula, 2-instructional programs, 3-admissions, examinations, certificates, and diplomas, 4-teachers' qualifications and appointments, 5-students' responsibilities, 6-administration, 7-financing, 8-physical plant and equipment, 9-other).

[9] For educational terminology, see original acts listed in Appendix.

CODING	SCHOOL SYSTEM	ADMINISTRATIVE SYSTEM
1001060	(1) Secondary schools are: 3-year lower secondary schools and 3-year upper secondary schools.	
1002042	(1) Lower secondary schools offer general education.	
1002043	(1) Lower secondary schools are completed with the lower secondary school examination. (2) The lower secondary school examination is a part of the program toward the matriculation examination.	
1002052	(1) Upper secondary schools offer general education. (2) Instruction is based on streaming.	(1) Further rules concerning streaming will be laid down by the Minister of Education.
1002053	(1) Upper secondary schools are completed with the matriculation examination.	
1003051	(1) Subjects to be offered in upper secondary schools are listed.	(1) Additional subjects may be included by the Minister of Education. (2) Regulations concerning the content of each subject are issued by the Minister of Education.
1004062	(1) Students not belonging to the State Church may be exempted from classes in religion.	

1005053	(1) The matriculation examination is partly written and partly oral. (2) The oral examination is open to the public. (3) The certificate includes annual grades, subject grades and final grades.	(1) The oral examination is directed by an instructor and approved by a censor. (2) The written examination is administered by the Minister of Education. (3) The certificates are issued by the Minister of Education.
1006053	(1) The matriculation examination gives the right to enter universities and other institutions of higher learning.	
1007063	(1) Students are ordinarily admitted to secondary schools at the beginning of the school year.	(1) Principals may grant exceptions to the rule of admitting students at the beginning of the school year.
1008043	(1) To be admitted to the first year of lower secondary schools, the student must be 14 years of age or reach that age no later than six months after the beginning of the school year. (2) The age of the student must not exceed two years of the average of the grade to which he is admitted.	(1) The Minister of Education may lay down rules for exemptions from the age requirements for admission to lower secondary schools.
1008053	(1) To be admitted to the first year of upper secondary schools, the student must be 16 years of age or reach that age no later than 6 months after the beginning of the school year. (2) The age of the student must not exceed two years of the average of the grade to which he is admitted.	(1) The Minister of Education may lay down rules for exemption from the age requirements for admission to upper secondary schools.

1009053	(1) Academic requirements for admission to upper secondary schools are listed. (2) Qualified students may be admitted to first, second or third year by passing entrance examinations.	(1) Further rules concerning academic requirements are laid down by the Minister of Education. (2) The Minister of Education may grant exemptions from the above-mentioned rules.
1010060	(1) The weekly number of classes in secondary schools shall generally not exceed 36. (2) Each class shall be 50 minutes. (3) Classes may be shorter or longer, the total number corresponding to 36 X 50 minutes per week. (4) Recesses shall be given between classes.	
1011064	(1) It is necessary for appointment to a private upper secondary school that the applicant has passed a qualifying examination or completed the degree of M.A. or M.Sc. (2) Under certain circumstances, applicants who have passed other final examinations may be appointed to such posts.	
1012064	(1) For permanent appointment as an instructor at a private upper secondary school, an examination in theoretical pedagogy, school hygiene and student teaching is required.	
1013063	(1) Students may receive instruction toward the matriculation examination off campus.	(1) Off campus instruction toward the matriculation examination is approved by the Minister of

		Education and supervised by an examination committee which he appoints. (2) Further rules on off campus instruction toward the matriculation examination are set by statutes.
1014062	(1) School programs toward the matriculation examination are supervised by school inspectors.	(1) Supervision of school programs toward the matriculation examination is carried out according to regulations laid down by the Minister of Education.
1015060		(1) The Minister of Education may lay down further regulations including; division into streams, distribution and selection of subjects, requirements toward the matriculation examination, grading procedures, examinations, exemption from examinations and particular subjects.
1016060		(1) The Minister of Education may issue further regulations regarding the Act Concerning Secondary Schools of 1958.
1017150		(1) The municipal council directs the administration of public schools that do not come under other authorities.
1017157		(1) Financial matters discussed by the school board must be submitted to the municipal council for decision.

1018150	(1) The municipal council drafts a school plan on the basis of suggestions made by the school board. (2) The school plan is submitted to the school directorate in rural regions and to the Minister of Education in city and town districts. (3) The municipal council approves education plans made by the school board. (4) The education plans are submitted to the school directorate in rural regions and to the Minister of Education in city and town districts.
1018000	(1) The municipal council sees to it that annual reports are made of all education bound children within the municipality.
1019150	(1) Supervision and administration of the municipal school system are in the hands of the school board if and when there is only one school in the municipality. (2) Supervision and administration of the school system will be carried out by a school board for the whole municipality, in conjunction with local school boards within the municipality. (3) The municipal council will decide upon how the school directorate within the municipality is to be arranged for each electoral term.

1020150

(1) If local school boards have not been set up in the municipality, a school board shall be appointed.

(2) The members of the school board shall not be less than 5 and not more than 15. (3) School board members are chosen in two different ways: elected by parents and elected by the municipal council outside or from among its own members. (4) If there is one school in the municipality, parents will elect 2 members and the municipal council will elect 3. (5) If there is a number of schools in the municipality, one person will be elected by parents for each respective school board. (6) If there are more than 7 schools in the municipality, then the education authority, on the approval of the municipal council, will decide which school district shall jointly elect school boards. (7) Eligibility for running for the office of school board members is any man or woman residing in the municipality who has the right to vote in general election.

(8) Board members elected by parents must have custody of children enrolled in the respective school. (9) The term of office is 4 years, the same as that of the municipal council.

(10) Election of board members by parents is based on rules issued by the Minister of Education.

1021000	(1) All education-bound children in the municipality must receive instruction either in public schools, private schools or at home.	(1) The responsibilities of the school board are: to see to it that all education-bound children in the municipality receive required education either in schools or privately at home, to see to it that enrolled children attend classes regularly, to enforce the legal procedures with regard to absences, to supervise children who receive education privately, collect fines for non-attendance by order of the municipal council. (2) Children receiving instruction at home may be exempted from supervision if the school directorate considers the instruction satisfactory.
1022150		(1) The responsibilities of the school board are to supervise the schools of the municipality. (2) In town schools the administrative duties of the school board come under the school inspector, in consultation with teachers. (3) The duties of school boards may be handled by local school boards, elected for each individual school.
1022152		(1) It is the responsibility of the school board to decide what aids shall be used in the school. (2) On the approval of teachers' council, they make recommendations to the

		municipal council for adoption of textbooks. (3) It makes suggestions to the municipal council, in consultation with teachers' council, concerning procurement and maintenance of new equipment for the school. (4) It makes final decisions whether a child shall be promoted to the next grade or repeat his grade or to be referred to special instruction, when recommended by teachers' council or individual teachers.
1022153		(1) The school board arranges and supervises in consultation with teachers' council, annual examinations in public school grades where state supervised examinations are not given. (2) It establishes and approves regulations on examinations for public schools.
1022154	(1) The applicant has the right to receive a copy of the evaluation made by the school board and municipal council or the school inspector, the municipal inspector of schools and school director. (2) If the applicant is considered unqualified the report must contain information to that effect.	(1) Applications for teachers' posts are submitted to the school board and municipal council in rural municipalities. (2) In urban municipalities the applications are submitted to the office of the school inspector, municipal inspector of schools or the school director. (3) It is the responsibility of the school board to approve on the recommendation of the teachers' council the division of duties for teachers not indicated in the instructional plan and weekly

schedule. (4) It appoints, on the approval of the school directorate, part-time teachers for rural and municipal schools. (5) It receives applications for permanent posts in rural municipalities.

1022155 (1) In urban municipalities the school board handles matters related to students' absences and neglect of school. (2) It makes suggestions in case of juvenile delinquency and welfare. (3) It assists in social problem cases where the school is involved. (4) It takes initiative in consultation with teachers' council, in pedagogical information service for parents of school children.

1023154 (1) The school board will recommend applicants for appointments to all permanent teachers' posts according to the school plan. (2) The school board may take the initiative in discussing the firing of teachers, and recommend such discharge to the municipal council. (3) If there is a local school board for a particular school, then it will handle all teachers' appointments to that school. (4) The chairman of the school board will act as chairman for the local school board when such matters are discussed.

1024150 (1) The duties of the school board are: to work out, in consultation with the joint teachers' council, proposals for the instructional plan, as it refers to common procedures in municipal school plans, work out, in consultation with the teachers' council, proposals for instructional plans for individual schools, to be submitted to the municipal council, work out, in consultation with the joint teachers' council, disciplinary regulations for the municipal schools, issue annual report on the education system in the respective municipality to be submitted to the county school advisory officer, make recommendations on the approval of teachers' council, on the use of school equipment and facilities, to be submitted to the municipal council, approve plans and designs for new school buildings, or extension of existing schools previously being endorsed by the joint teachers' council. (2) In urban municipalities or new central schools and for one school individually, the plans shall be endorsed by the teachers' council before being submitted to the school board.

1024159 (1) The school board will, in consultation with the joint teachers' council, form regulations concerning the school medical service, school dental service, and school lunch program at the schools within the municipality.

1025150 (1) If a local school board is elected for each school in the community according to rules and with the approval of the municipal council, the number of board members to be elected shall be 5, 7, or 9, of which 3, 5 or 7 shall be elected by the municipal council. (2) Eligible for running for office of a school board member is anyone, male or female, who has the right to vote in general elections. (3) Two members are elected by, and from among parents in the community. (4) Term of office is four years, or the same as that of the municipal council. (5) Further regulations concerning the election of school board members are set by the Minister of Education.

1026150 (1) A school board of 3 or 4 members shall be elected at each school according to rules laid down by the municipal council. (2) The number of school board members is based on the size of the school. (3) The number of school board members does not have to be the same in all boards within the community. (4) A local school board may also include

		pre-primary classes. (5) One member of the local school board is to be elected by, and from among those school board members elected by the municipal council. (6) Other members are to be elected by parents or guardians of children attending the respective school. (7) The local school board is elected for 4 years, the same as that of the municipal council. (8) Further regulations on the election of local school board members are made by the Minister of Education.
1027002	(1) All children within the compulsory age must receive required education either in public schools, private schools or at home.	(1) The school board has the following responsibilities: to see to it that all children within the compulsory age receive required education, to make necessary arrangements for those children who cannot benefit from ordinary instruction, see to it that children privately educated receive satisfactory instruction, according to statutes. (2) Parochial schools are excluded. (3) Parochial schools elect their own supervisors. (4) Children who receive their education at home, may be exempted from attending school on the approval of the school directorate, in urban communities on the approval of the school board.

1027150		(1) The school board has the following responsibility: to grant permission for exemption from school, to draft a proposal, in consultation with the joint teachers´ council, for a municipal school plan and a joint instructional plan for all schools in the municipality, to make an annual report on the municipal school system to be presented to the county school advisory officer, to evaluate plans for designs for new schools to replace several municipal schools, in consultation with the joint teachers´ council, to appoint part-time teachers in rural schools, make disciplinary regulations for the schools, in consultation with the joint teachers´ council, make regulations for the school medical service, dental service, and lunch program for the schools in the municipality.
1028000		(1) The local school board shall supervise the school for which it is elected. (2) When recommended by the teachers´ council or teachers, it makes annual reports concerning the activities of the school and submits it to the school board.
1028002	(1) Children attending public schools are required to attend classes regularly.	(1) The local school board shall see to it that children enrolled attend classes regularly and enforce the

legal provisions for absences. (2) The local school board shall, in consultation with the teachers' council, make suggestions to the municipal council concerning the purchasing and maintenance of equipment. (3) It shall decide in consultation with the teachers' council, which teaching aids are needed for the school. (4) It shall recommend to the municipal council expenditures for new textbooks. (5) It shall make the final decision whether a child shall be promoted to the next grade, repeat a grade or be transferred to special instruction. (6) It shall make recommendations, in consultation with the teachers' council, on the utilization of school premises for other purposes than school instruction, to be submitted to the municipal council.

1028003 (1) The dates for final examinations, which are not state controlled, are made by the school inspector in urban municipalities in consultation with the teachers' council.

1028004 (1) The local school board shall on the recommendation of the teachers' council, determine the division of duties between teachers, not indicated in

		the instructional plan and the weekly time schedule.
1028005		(1) The local school board shall deal with student absences, (2) It shall provide guidance for students, (3) It shall assist in juvenile delinquency and welfare, (4) It shall assist in arranging for remedying social problems involving the school, (5) It shall take initiative, in consultation with the teachers' council, in organizing pedagogical lectures and services for parents.
1028008		(1) It shall comment on plans and designs for new buildings or extensions of existing premises, examined and submitted by the teachers' council.
1028154	(1) Applicants for teachers' posts have the right to receive a copy of the evaluation made by the school inspector, municipal inspector of schools, school director, school board or municipal council.	(1) The local school board has the following responsibilities: to receive together with the municipal council, applications for teachers' posts. In urban municipalities applications are submitted through the office of school inspector, municipal inspector of schools or the school director. (2) If the applicant is considered unqualified for the post the report must contain information to that effect.

1029154 (1) Recommendations for applicants to permanent teaching posts are submitted jointly by the school board and the respective local school board. (2) In a joint school system of a municipality, the recommendation is submitted by the school board in conjunction with 5 local school board members elected by the parents of the local school boards. (3) If there are less than 5 parent-elected members on the local school board, then they all will be included in the joint board. (4) Regulations for the election of this committee will be laid down by the Minister of Education. (5) The same procedure is applied in case of teachers' dismissal.

1030150 (1) The school board and the local school board will elect their own chairman and make their own rules of procedure, this may include rules for the election of an executive committee. (2) School board meetings are attended by school director or the municipal inspector of schools and the chairman of the joint teachers' council. (3) If there is no school director or municipal inspector of schools, one of the leading school administrators of the community will be selected. (4) If there is only one school in the community, the school board meetings are attended by the principal of the school and the chairman of the teachers' council. (5) Local school board meetings are attended by the chairman of the teachers' council and the principal. (6) If the school has only two teachers, they both participate in the local school board meetings. (7) Teachers' representatives may attend local school board meetings. (8) Meetings are held when the chairman considers it necessary or when called for by members. (9) No valid decision can be made with less than half of the members present.

1030154 (1) Teachers' representatives attending local school board meetings may not participate in the discussion when appointments of teachers are on the agenda. (2) The Minister of Education may make definite regulations with regard to the procedures of appointing and firing of teachers, where a school is particularly a joint institution for two or more municipalities.

1031150 (1) The school board and the local school board have the right to give their opinion on all matters pertaining to education in the municipality before any decision is taken by the municipal council or higher authority.

		(2) The school board and the local school board have the responsibility to give an opinion about all matters pertaining to education, submitted to them by the municipal council or higher authority.
1031157		(1) Upon recommendation by the school board, a definite sum of money in the budget shall be earmarked for expenses in connection with the activities of the school board and local school boards.
1032152	(1) The parish vicar or some other clergyman approved by the bishop has the right to be present during instruction in religion in the schools of the parish.	
1033150		(1) A school directorate of 5 members is appointed for each administrative county. (2) The sheriff is the chairman, the other four members are elected within and outside the county council. (3) Election of the 4 members takes place at the first meeting of the new county council. (4) For each member one alternate is also elected. (5) The term of the school directorate corresponds to that of the county council. (6) The sheriff is the executive member of the council. (7) The school directorate lays

down its own administrative procedures.

1033157 (1) An administrative expenses fund is set up in the school budget. (2) The allocation of this fund is to be approved by the Minister of Education.

1034150 (1) The school directorate supervises the legal provisions for the school system within the administrative county. (2) It sees to it that prescribed measures are carried out, approves school plans and alterations according to rules laid down by the Minister of Education, and approved instructional plans for the schools under its authority. (3) The school directorate has the right to visit all schools or seek necessary information from the school boards and the municipal council.

1034154 (1) The school directorate appoints teachers to all teaching posts in all rural municipalities of the county, except those appointed by the King.

1035150 (1) The duties of the school directorate are: to express an opinion on all school matters that are to be submitted to the Minister of Education, and to comment on all matters received and submitted by the Minister of Education. (2) The school

		directorate is entitled to take action in all matters of consequence for education in the administrative county and to offer recommendations to the Minister of Education.
1036154	(1) The applicant for the post of county school advisory officer must have 10 years experience as a public school teacher.	(1) A county school advisory officer shall be appointed for each county. (2) The post shall be announced by the school directorate and the officer shall be appointed by the King.
1037150		(1) The county school advisory officer is the pedagogical adviser to the school directorate. (2) He should also give advice and guidance to the schools under the school directorate. (3) He shall, according to regulations set by the school directorate visit the schools within the administrative county.
1038150		(1) The duties of the county school advisory officer are as follows: to participate in all meetings and deliberations of the school directorate, to make comments on all proposed school plans, educational plans, and alterations of these, and on all other matters referred to him by the school directorate, on request, to enter into direct negotiations with the school board regarding the school system of a

municipality where he shall be permitted to participate in negotiations concerning relevant issues.

(2) All matters submitted to the Minister of Education by the school directorate shall include comments made by the county advisory officer.

(3) He is entitled to enter into direct negotiations with the school board regarding the school system of a municipality. (4) He shall together with a committee appointed by the teachers in the county plan special courses for teachers.

(5) He shall receive the annual reports from the school boards concerning the school systems in different municipalities. (6) On the basis of these, he shall work out a general report covering the whole school system in the county, to be submitted through the school directorate to the Minister of Education. (7) Statutes concerning other duties of the county school advisory officer shall be issued by the Minister of Education.

(8) The school directorate may, upon approval of the Ministry of Education appoint teachers to assist the county school advisory officer.

(9) Such assistant teachers must be appointed from among teachers employed within the administrative county.

(10) They receive salaries according to rules laid down by the Minister of Education.

1039150 (1) The school system in urban municipalities does not come under the authority of the school directorate, but under the direct supervision of the Ministry of Education. (2) The following rules apply to the urban municipalities: the Minister of Education will approve or alter school plans and instructional plans. (3) The Minister may authorize the state advisory officer for primary (or secondary) education to take action on his behalf to approve and alter instructional plans. (4) The annual report concerning the educational system will be issued by the school director or, if he has not been appointed, a school inspector, who has been authorized to make the report. (5) The report will be submitted to the school board for comment and then submitted through the municipal council to the Minister of Education.

1040110 (1) An advisory officer for special education shall be appointed for each administrative county. In counties comprising two administrative counties one advisory officer may be appointed for each administrative county. (2) The advisory officer

		for special education will assist the school directorate, the county school advisory officer, and the schools in the administrative county, in problems of education of children who are unable to benefit from ordinary instruction and assist in other educational matters for which special knowledge of child psychology is required. (3) Further instruction for his duties are laid down in school directives by the Minister of Education upon recommendation by the school directorate.
1040114	(1) In order to be appointed advisory officer for special education, the applicant must have had teaching experience in the public schools.	(1) The advisory officer for special education is appointed by the King. (2) The vacant posts are announced by the school directorate.
1041114	(1) If the activities of the advisory officer for special education do not require full time services, he will be required to teach a certain number of classes in the municipal school system.	(1)One or more posts of advisory officers for special education may be established in each urban or rural municipality with an urban school organization. (2) If the special classes in a municipality are organized in one school, the advisory officer will be appointed inspector of this school. (3) The advisory officer may be appointed pedagogical leader in special education, even if this type of instruction is not given in any particular school. (4) This includes: classes for the hard-of-hearing,

slow learners, partially blind and other types of classes. (5) Further regulations for the duties of the advisory officer are to be laid down in directives by the school board and approved by the Minister of Education. (6) One or more posts as advisory officers in particular subjects or groups of related subjects may be established in each urban or rural municipality with an urban school organization.

1042150

(1) School councils shall be established for each administrative county. (2) The members of the council shall include the county council members and representatives of urban municipalities. (3) The number of the representatives shall be established by the Minister of Education and based on the number of county council members and representatives of urban municipalities. (4) The number of representatives shall be established by the Minister of Education and based on the number of county council members in proportion of the rural and urban municipalities in the administrative county. (5) The minimum number of representatives for urban municipalities is three. (6) Small towns that do not take part in election of the county council are to be regarded as urban municipalities. (7) The term of office for the school council

is the same as that of the county council. (8) Representatives from urban municipalities are elected immediately following county council election. (9) The members of the school council from urban municipalities are elected by their respective municipal councils. (10) If there is more than one urban municipality within the administrative county, the election involves electors, one elector for each 1,000 people within the community. (11) For each representative, one alternate is elected. (12) The Minister of Education makes further regulations concerning the elections. (13) The county council advisory officer will take part in the meetings of the school council without the right to vote.

1043150 (1) The sheriff is the chairman of the school council. (2) The school council determines its own rules of procedure. (3) The school council meets every year during the first half of March and at other times when and if the chairman finds it necessary or if it is requested by five members. (4) A standing committee may be appointed to decide current affairs on behalf of the school council between meetings.

1044157 (1) The duties of the school council are as follows: to administer the school funds, to decide state subsidies to municipal school systems, to municipalities and to the teachers within the district of the school council, to defray school expenses within the district of the school council, to make contributions to public and provide special information and education within the district of the school council. (2) The school council stipulates the budget of the school fund to be submitted to the Minister of Education before the end of March each year. (3) The school council sees to it that necessary accounts are maintained and inspected properly.

1045157 (1) State subsidies for education within the district of the school council are decided through the school fund. This includes: subsidies for teachers' salaries, subsidies for interest and repayment of building loans to public schools, subsidies for school medical service, and all other subsidies for the school system, evening schools, youth schools and private schools. (2) The subsidies are paid through the school fund according to resolutions made by the Minister of Education.

1046157		(1) The school fund meets the expenses of the school council for the district in connection with administrative obligations of the school directorate, the school council and business administration. (2) The expenses are to be approved by the Minister of Education.
1047157		(1) The school council may make special allocations for scholarships for young people in the district of the school council, temporary aid to teachers or teachers' widows, and other arrangements of importance for the school system such as support of teachers who have no superannuation benefits. (2) All special allocations must be approved by the Minister of Education. (3) The treasury defrays one-half of the expenses.
1048157		(1) The school council may provide aid for the school fund to support students of limited means to attend folk high schools, agricultural schools and home economics schools. (2) These allocations are made according to rules laid down by the Minister of Education.
1049154	(1) It is the duty of the head teacher to supervise the daily activities of the school, and to direct the general administration.	(1) Head teachers shall be appointed in rural schools that are not organized as urban schools but have several permanently employed teachers.

1050154	(1) The school inspector or principal supervises and administers all school activities and sees to it that discipline and order are maintained	(1) A school inspector shall be appointed in all urban schools or schools organized as urban schools. (2) A principal shall be appointed for the upper secondary school.
1050150		(1) When the size of the organization of the school system makes it desirable, the general administrative duties of the municipal council and the school board may be handed over to a school inspector. (2) When the school inspector in this way is charged with supervision of the entire school system, his title will be municipal inspector of schools. (3) Where the size of the school system makes it desirable, a school director may be appointed instead of a municipal inspector of schools to supervise the entire municipal school system. Under these circumstances he will not act as inspector or be engaged in teaching. (4) The school director and the municipal inspector of schools will without the right to vote, participate in the meetings and deliberations of the school board.
1051156	(1) A teachers' council shall be formed in all public schools with more than two full-time teachers. (2) A joint teachers' council shall be formed in all municipal school systems. (3) The teachers' council and the joint teachers'	(1) The Minister of Education lays down regulations for the activities of the teachers' council and the joint teachers' council.

council elect their own chairman, and lay down their own rules of procedure. (4) The teachers' council decides whether a child shall be promoted to the next class, be retained or be referred to special instruction. (5) Problems in this connection may be referred to the school board or local school board for final decision. (6) The joint teachers' council must report to the school board on: proposals for school plans, instructional plans when common to all schools in the municipality, plans and designs to all new schools, regulations concerning the school medical service, dental service, school lunch programs and disciplinary regulations for the schools. (7) A report from the teachers' council must be obtained by the authority, school board, local school board, according to regulations of each municipality. (8) The report shall include proposals for instructional plans for one school separately, introduction of new teaching aid, regulations concerning annual examinations, enlargement and improvement of school premises, equipment and material, plans and designs for new buildings or alterations of present buildings, utilization of school rooms

for other purposes than instructional, division of duties between teachers. (9) The teachers´ councils and the joint teachers´ councils are obliged to comment on any matter submitted to them by the municipal authorities.
(10) The councils have the right to make suggestions to the school board committee and to the local school board or through these to the municipal council. (11) The council´s comments must follow any matters submitted to higher authorities.

1052154 (1) Vacancies in a municipal system shall normally be announced 4 weeks in advance. (2) In urban municipalities the announcement is made by the municipal court. (3) In rural municipalities the announcement is made by the school directorate. (4) The announcement shall be made in the official gazette.
(5) The Minister of Education may under special circumstances permit that a teaching post be filled without having been announced vacant.

1053154 (1) The King makes the appointments to the following posts; school inspector, advisory officer for special education, principal, municipal inspector of school and school directorate. (2) The posts are announced by the Minister of Education.

1054154 (1) Dismissal of a permanently employed teacher, upon request and without pension benefits will be granted by the appointing authority. (2) Dismissal of a teacher upon request and with pension benefits on account of age will be granted by the appointing authority. (3) The school council shall be notified for the calculation of pension and payment. (4) Dismissal of a teacher upon request and with pension benefits on account of ill health will be granted by the Minister of Education upon recommendation by the municipal council on the approval of the school council. (5) Dismissal of a teacher without request and with or without pension benefits on account of unsatisfactory service will be made by the Minister of Education.

1055150 (1) The municipal council in Copenhagen decides in all matters concerned with the economy of the school system. (2) It confirms the school plan and the instructional plan of all the municipality, prepared by the school directorate. (3) It confirms plans and estimates for the construction and alteration of school buildings and the selection of building sites, submitted by the municipal medical officer.

1056150		(1) The administration and supervision of the municipal school system of Copenhagen rests with the school directorate. (2) The school directorate consists of 10 members: the mayor (chairman), the councilmen, for the respective municipal departments, four members elected by city representatives, four members elected by city representatives from without and among the present members of all school boards within the municipality.
1057150	(1) The basic schools are local public schools for education-bound students within the community.	
1057152	(1) The objectives of the basic schools are to promote and develop students' talents and abilities, to strengthen their character and to give them useful knowledge. (2) Religious instruction in the basic school shall be in accordance with the doctrine of the Evangelical-Lutheran Church of Denmark.	
1058150	(1) The basic school consists of 7 or 8-years general school followed by grades 9 and 10. (2) The general school may also comprise a 3-year lower secondary department.	

	(3) Schools or parts of schools may serve as central schools for a number of school districts or municipalities.	
1058110	(1) Special education shall be provided for children who cannot achieve normal development in regular classes. This includes children with speech and hearing defects, partially blind children and slow learners.	
1058100	(1) If a school can provide necessary staff and classroom space, one or more pre-primary school classes may be established for children who have not reached the compulsory school age.	(1) Further regulations concerning pre-primary school classes are issued by the Minister of Education.
1059150	(1) A municipality and a school district are obliged to establish general school instruction for the 8th school year when and if at least 20 students residing in the municipality or within the area of the school district apply for such instruction.	
1059157		(1) Municipalities that have not, either on their own or as a school district, arranged for instruction in 8th, 9th, or 10th grades are obliged to defray expenses for instruction and teaching aids for children who are residing in the

municipality and who attend courses of at least 5 months duration at a recognized continuation school or youth boarding school.

1060150 (1) Each municipality will draw up a school plan containing the main regulations for the organization of educational activities within the municipality. (2) The school plan must contain regulations concerning: the name of the schools and their districts, indication whether or not the schools are operated as central schools for larger areas, the organization and range of each school, whether the municipal school system comprises one or more municipal upper secondary schools, the number and kind of teaching posts and how they are renumerated, and the date of the beginning of the school year. (3) The school plan for the urban municipalities shall be approved by the Minister of Education. (4) The school plan for the rural municipalities shall be approved by the school directorate. (5) The school plans for urban and rural municipalities are made according to regulations laid down by the Minister of Education. (6) The school plan may at any time be amended upon consent of the approving authorities.

1061150		(1) Two or more municipalities may form a joint school district with fully or partially joint administration.
1062150	(1) The school plan is the basis for educational activities in a municipality or in a school district.	
1063152	(1) Each school makes an instructional plan containing regulations for: whether instruction in classes is co-educational or is given separately for boys and girls, the number of classes given in each grade, the organization of school activities on the different week days, curriculum, the evaluation process and minimum standards, and the vacation schedule.	(1) With regard to the program for religious instruction and the weekly number of classes in religion, the parish vicar should be consulted. (2) When he is not a member of the school board his report should be included when educational programs are submitted for approval.
1064150	(1) The school year of the public school begins on the first of August.	(1) The Minister of Education may permit the school year to be started at some other time.
1065152	(1) The public school is divided into classes according to the number of children in the school. (2) Whenever the number of children makes it possible, it should be endeavored to establish classes for each age-group individually. (3) Children are promoted for the following grade according to age, progress, maturity and aptitude.	

1066152	(1) When the average number of children in a calendar year in two consecutive years has exceeded 30 children, the average number of children should be reduced. (2) When estimating the average number of children in grades 8-10, the pre-primary school classes should not be included.	
1067153	(1) A leaving certificate shall be made out for students completing compulsory education or later. (2) The leaving certificate should contain the following information: names of subjects in which the students have received instruction after the 5th school year, statements concerning attainments in writing, written and oral Danish, arithmetic and in two other subjects selected by the school, and for the children whose parents so wish, in a foreign language. (3) The certificate includes grades in subjects but no average grade is given. (4) The certificate includes a general statement concerning the work of the student, his attainment, diligence and conduct in the school. (5) The school should also provide a general transfer statement for the students who intend to apply for entrance to the lower secondary department or the first year of the upper secondary school or other schools.	(1) Further regulation concerning these examinations and certificates are issued by the Minister of Education.

(6) The statement should show whether the student, according to the opinion of the school authorities, is qualified and can be expected to pursue, in a satisfactory manner, studies in the lower secondary department or the first year of the upper secondary school or other schools. (7) The statement should show whether the student, according to the opinion of the school authorities, is qualified and can be expected to pursue, in a satisfactory manner, studies in the lower secondary department and the upper secondary school respectively and complete his studies within the normal length of time. (8) Leaving examination for grades 9-10 are arranged for the pupils who wish to sit for such examinations. At these examinations grades are given in each subject. (9) Comparable examinations may be held for grades 8. (10) The leaving examinations for grades 9 or 10 may be organized in fields of study constituting either a pre-technical examination or an advanced pre-technical examination. (11) A special examination certificate is issued to candidates passing this examination.

1068151	(1) Teaching aid used in public schools will be furnished to all children at the cost of the municipality.	
1069150	(1) The annual number of classes given in the general school must be at least 720 hours for grades 1-4, 1200 for grades 5-7 and 960 for grades 8-10. (2) Each class should be of 50 minutes duration or a corresponding number of classes of shorter duration. (3) In the last school year, the daily number of classes may be limited to 3 regardless of the minimum number of 720 classes per year, provided that the total number of lessons in grades 1-4 will not be less than 2880. (4) In grade 5, the daily number of classes may be limited to 5 provided that the total number of classes in grades 5-7 will not be less than 3600. (5) In schools where the annual number of classes has been fixed at no less than 960, such arrangements may be upheld provided that the total number of lessons in grades 1-7 will be no less than 6480. (6) The school day in the first and second school year must not exceed 4 hours, in third and fourth school year, 5 hours, in fifth to seventh school year, 6 hours.	(1) In schools where the annual number of classes has been fixed at no less than 960 such arrangement may on the approval of the Minister of Education, be upheld. (2) Exemptions may be granted by the Minister of Education on the maximum number of hours per day.

1069100 (1) The class schedule for preprimary schools is either 15 hours per week in 5 days or 18 hours per week in 6 days.

1070152 (1) The instructional program shall be continuous and coherent, and the objectives fully respected by students working toward the lower secondary department as well as for the classes that are aiming at further education in the 8th to 10th voluntary classes of the grade school. (2) Possibilities for transfer from one section to another must be available for the students.
(3) In schools with two or more age groups in grades 1-7 the students shall at the beginning of grade 6 be divided into different classes according to attainments, talents, and interests. (4) The streaming procedure shall be made according to the estimate of the school, but with due consideration to the wishes of parents.
(5) The estimate of the school shall be based on the school´s general impression of the individual child´s aptitudes and general achievement. (6) The results of some of the written tests in Danish and arithmetic in the 5th school year should

(1) The Minister of Education may upon recommendation from local school authorities permit children to continue in grades 6 and 7 on a non-streamed basis. (2) The Minister of Education may upon recommendations from the local school authorities further permit that children in schools, in which streaming has not taken place in the past, continue in grades 6 and 7 as unstreamed, standard classes.
(3) According to further rules laid down by the Minister of Education, streaming procedures shall not be adopted if parents of the majority of the children in a 5th grade general school class demand that the class be continued unstreamed in grades 6 and 7.

	also be considered. (7) These tests should be identical within the local municipality or school district. (8) Local school authorities may permit children to continue in grades 6 and 7 on a non-streaming basis. (9) Grades 6 and 7 may be upstreamed. (10) The curriculum in grades seven should be different from that of the previous grades, even if it is nonstreamed.	
1071153	(1) In the lower secondary department the general education of the student is continued and completed with the lower secondary school examination.	
1071150	(1) The lower secondary department consists of 3 one-year grades following the 7th grade and includes both municipal and private lower secondary schools.	
1072153	(1) Access to the first grade of the lower secondary school is based upon the student's maturity and level of knowledge which would indicate that he could benefit in a satisfactory manner from the instruction and complete his study within normal time. (2) The student must further have studied one foreign language in grade 6 and two foreign languages and mathematics in grade 7.	(1) It is decided by the Minister of Education in which class access to the lower secondary department will depend on an entrance examination at the respective school, and in which classes the student is considered unqualified for admittance.

	(3) Students who apply for admission to the lower secondary department at another school must present the learning certificate, and a special statement which they can request.	
1073041	(1) The subjects that shall be offered in the lower secondary department are listed. (2) Students in 2nd and 3rd year may be taught Latin if they desire. (3) Other subjects then listed may be offered. (4) In 3rd year a technical stream may be established with particular weight on the mathematics/physics area. (5) Vocational guidance given in 7th grade will be continued in the 2nd and 3rd year of the lower secondary department. (6) French and mathematics are optional in 3rd year. This does not apply to the technical stream. (7) Instruction in writing, drawing, singing, needlework, home economics and handicrafts may be discontinued in the first year of the lower secondary department.	(1) The Minister of Education may decide that family studies be included in the lower secondary department. (2) Instruction in other subjects may be organized on the approval of the Minister of Education. (3) Further regulations concerning the content and scope of each subject will be established by the Minister of Education.
1073040	(1) Regulations for the annual number of classes and length of the school day are the same as those of grades 5-7.	

1074043	(1) The last grade of the lower secondary department is completed by the lower secondary school examination. (2) The oral examination is open to public and given by the teachers. (3) Students who pass the lower secondary school examination will receive a certificate showing annual grades and subject grades. (4) Accreditation to hold and arrange the lower secondary school examination and to issue certificates is given all municipal schools operating a lower secondary department. (5) Those who wish to take the lower secondary school examination but are not enrolled as regular students are entitled to take this examination under the supervision of an examination committee.	(1) The written examination is given by the Minister of Education. (2) The oral examination is supervised and approved by a censor. (3) Outline for the examination is approved by the Minister. (4) Special regulations for the lower secondary school examination, evaluation of results and grading are approved by the Minister of Education. (5) Permission to organize this examination may be given to private schools for a certain number of years and on definite conditions laid down by the Minister. (6) The examination committee is appointed by the Minister of Education.
1075154	(1) To obtain a teacher's post in the public school the teacher must have completed the general teacher training or completed another comparable teacher training. (2) It is the duty of the appointing authorities to see to it that the teacher who is to teach religion, needlework, physical education or music is qualified to teach these subjects.	(1) Other teacher training must be approved by the Minister of Education.

1076154	(1) An unlicensed teacher may be appointed to a school with ten students or less.	
1077154	(1) Teachers are appointed to the school system of a municipality or school district. (2) It is the duty of the appointed teacher to serve in several schools within the municipality or school district if required. (3) School principals, assistant school principals and head teachers are appointed to the school system of a municipality or a joint school district, but assigned to a definite school.	
1078155		(1) The local school board will, in cooperation with the joint teachers´ board work out disciplinary regulations in which rules for action are laid down against children who do not present themselves clean at school. (2) The Minister of Education will issue regulations for action against students who through bad behavior impair the activities in the school.
1079152	(1) A child may on request be enrolled from the beginning of the school year in which he or she reaches the age of six. (2) Application for such exemption must be handed in before a	(1) The deadline for sending in applications for early registration is set by the local school board.

	fixed deadline. (3) Registration at the public school takes place at the beginning of the school year. (4) In case of illness or other specific circumstances registration may take place at other times during the school year.	
1080000	(1) Compulsory education begins when the student reaches the age of seven at the beginning of the school year. (2) Compulsory education terminates whenever the student has reached the age of fourteen at the beginning of the school year and completed that year of study. (3) A child who reaches his 7th year of age during the first 6 months of the school year may be enrolled in the general school at the beginning of the school year, when it is requested by the parents or guardians before the final date. (4) Children who have passed the age in which education is compulsory but who nevertheless began school attendance in 8th grade may be allowed to leave the school before the termination of the school year.	(1) Children who have passed the age of compulsory education may be allowed to leave the school before the termination of the school year if they have been attending 8th grade. (2) The permission is granted by the local school board.
1081000		(1) The responsibility for the child's attendance during the compulsory education period is placed on the head of the child's household.

1082002	(1) School attendance in public school is compulsory for children within the age of compulsory education. (2) Children may be allowed to obtain their compulsory education otherwise when it is comparable to that provided in the public school. (3) When, and if, an education bound child is enrolled in a recognized private school, or if his parents or guardians request that they will be responsible for his or her education then the child cannot be required to enroll in the public school.	(1) It is the duty of the leader of a recognized private school, at the beginning of each school year, to submit a list of all children in his school to the local school board.
1083150		(1) It rests with the municipal authorities to see to it that sick children, handicapped and those who have passed the age of compulsory education receive proper education equivalent to that of the public school.
1084152	(1) If the parents who are members of the state church, at the beginning of the school year, request to the local school board that they wish to instruct their children in religion then the child will be exempted from this instruction in the school. (2) Under these circumstances a vicar in the state church must accept the responsibilities of supervising the child's instruction in religion. (3) If the parents live together, a joint	(1) Supervision of their religious education will, if the children are members of a religious denomination outside the state church, be the responsibility of their denomination. (2) It is the duty of parents or guardians to see to it that the child, whether it is a member of religious denomination or not, is not deprived the instruction concerning general rules of conduct in a civilized society. (3) If the child is neglected

1082002	(1) School attendance in public school is compulsory for children within the age of compulsory education. (2) Children may be allowed to obtain their compulsory education otherwise when it is comparable to that provided in the public schools. (3) When, and if, an education bound child is enrolled in a recognized private school, or if his parents or guardians request that they will be responsible for his or her education then the child cannot be required to enroll in the public school.	(1) It is the duty of the leader of a recognized private school, at the beginning of each school year, to submit a list of all children in his school to the local school board.
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	statement concerning exemption from instruction in religion in the school must be signed by both parents. (4) Children who are not members of the state church will, on their parents' request, be exempted from instruction in religion in the school. (5) Students in the lower secondary department who are not members of the state church will fully or partly be exempted from instruction in religion, if and when their parents or guardians apply for such exemption.	in this respect the school must provide the necessary instruction for the child.
1085154	(1) Teachers who have not been exempted from teaching religion through exchange of classes have to delegate the teaching of religion to a person, on the approval of the school directorate or municipal council. (2) The payment for their instruction must correspond to the total salary of the teacher per class. (3) The teacher who thus is exempted from teaching duties pays all the expenses. (4) The same applies to teachers in the lower secondary department.	(1) Teachers in permanent posts or teachers in subordinate schools whose duty it is to teach religion may be exempted from such teaching if they wish, by submitting an application to the school board.
1086152		(1) In regard to children whose parents and members of religious denominations outside the state church, the Minister of Education

		may, after having procured a statement from the local school authorities, allow a departure from the provisions of this Act concerning the organization of educational activities if the Act includes procedures which are not in harmony with the parents' conscience.
1087152	(1) The time necessary for preparation for confirmation shall be set in such a way that school activities will not be interrupted.	(1) The time for preparation for confirmation is determined through negotiations between the school board and the clergy of the municipality. (2) In these negotiations all leaders of public and private schools in the municipality shall participate.
1088002	(1) No child within the age of compulsory education may be employed in occupational work on the days before classes that he or she attend school. By occupational work, as it is used in this Act, the reference is made to a paying job outside the home of the child.	
1089157		(1) All expenses in connection with the organization of educational activities are to be met by the respective municipality, so far as there are no legislative provisions stating that the expenses shall be met by the state, school funds or through other means.

2001090	(1) The state maintains training schools for primary school teachers. (2) The language of instruction in the training school is either Finnish or Swedish.
2001092	(1) These schools offer training for teachers in special subjects and for dormitory managers for primary schools.
2001097	(1) Instruction in the training school is free of charge.
2001093	(1) Students who have completed the "studentexam" may receive primary school teacher training in colleges according to a special statute. (2) When necessary, students who have acquired the "studentexam" may receive primary school teacher training in temporary training institutes according to statutes.
2002093	(1) The requirements for admission to training schools is either lower secondary school education or the "studentexam."
2002092	(1) The training of primary school teachers based on the completion of the lower secondary school course comprises four years of training and the training based on the "studentexam" comprises three years of study.

2003090	(1) A demonstration school is attached to each training school for student teaching. (2) Student teaching may also be provided in municipal primary schools and other institutions of education.	
2004061	(1) The different curricula and the weekly number of lessons in each subject is set for the middle school and the upper secondary school by the statute concerning curricula in secondary schools of 1948.	
2005061		(1) The school directorate, on the approval of the Ministry of Education shall lay down the instructional plan for each foreign language in the curriculum of each school.
2006061		(1) For experimental purposes or for some other important reasons, the Ministry of Education may approve a curriculum for a secondary school which differs from the established curricula.
2007060	(1) A lesson lasts 45 minutes. (2) The lessons shall be organized with ten minute intervals so that not more than four lessons follow upon each other. (3) After such a sequence of lessons an interval of not less	

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	than half an hour shall be enforced. (4) Depending on the nature of the subject of instruction, three consecutive lessons may, when necessary, be held without a break.	
2008009		(1) General direction and supervision of the dental system in primary schools is vested in the medical directorate.
2009009	(1) Municipalities are obliged to organize dental examinations for students in their respective primary schools and provide adequate dental care in order to keep the students' teeth in good condition. (2) The municipalities shall also see to it that adequate dental care is provided on account of accidents suffered by the students in the school or on their way to or from school.	
2010009	(1) Each municipality shall have at least one school dentist.	(1) In the municipalities, the supervision of the school dental system is vested in the board of health services. (2) Only dental practitioners authorized in Finland may be appointed school dentists.
2011009	(1) Each municipality shall have a school physician.	(1) The municipalities are obliged to supervise health conditions in their respective primary schools and to organize health services for pupils in the schools.

2012009	(1) City, borough, or municipal physician shall serve as a school physician if the respective municipality does not establish, either exclusively for the municipality itself or together with other municipalities, a special office for this purpose or in some other way administer the duties of the school physician.	(1) School physicians in cities, boroughs or municipalities have to be approved by the medical directorate.
2013009		(1) The general supervision of the system of school health is vested in the medical directorate. (2) The county physician shall supervise the work of the school physicians and shall issue directives and advise to the municipalities concerning the organization of school health services. (3) The school physician is supervised by the board of health services in the respective municipality. (4) The municipal council in urban areas may authorize some other municipal bodies to be in charge of the direction and supervision of medical services in schools. (5) Health authorities shall cooperate with the respective school directorate, the primary school inspectors and the primary school committees, and in towns and other urban municipalities, with the primary school boards.
2014067	(1) Particularly gifted and industrious students of small means	

at the upper secondary school level who are Finnish citizens may receive educational aid from the state. (2) Under special conditions, the aid may be granted to students in the two last grades of lower secondary schools. (3) Such aid may also be granted to students who are Danish, Icelandic, Norwegian or Swedish citizens and who are permanently residing in Finland.

2015067 (1) Financial aid to secondary school students is granted for one school year at a time.

2016092 (1) Prospective secondary school teachers fulfil their practical pedagogic training and take their tests in student teaching in teacher-training schools. (2) Practical pedagogic training may also take place in one or several Finnish language state secondary schools and, by agreement, also in private secondary schools.

2017009 (1) The examination of the students' teeth shall be carried out at least once every school year. (2) Students shall receive necessary advice and instruction on dental care.

2018067 (1) The term-tuition-fee in state secondary schools is five thousand marks. (2) Should one or several state secondary schools be at the same time attended by two children from the same family, the term-tuition-fee shall be three thousand five hundred marks for each child. (3) Should the number of children from the same family be three, the term-tuition-fee shall be two thousand five hundred marks for each child. (4) Should the number of children from the same family be four the fee is two thousand marks. (5) Should the number of children from the same family be five or more the fee is one thousand seven hundred marks for each child. (6) Children of parents of small means may, upon consideration be charged a term-tuition-fee amounting to half of the regular amount. (7) Children of destitute parents may be entirely exempted from the payment of a term-tuition-fee.

2019062 (1) Advice and guidance shall be given in connection with inspection in secondary schools.

2019060 (1) The school directorate exercises the immediate supervision of the secondary schools and carries out inspections in the schools. (2) The purpose of inspections is to see to it that the stipulations and regulations in force are observed and that the educational work and other activities of the schools are meaningful.

2020060		(1) An inspection is either general inspection bearing on the school's working conditions, educational activity and the administration and finances of the school, or a special inspection referring to the instruction provided in one or special subjects or to some other aspect of the school's activities.
2021060	(1) Every secondary school shall have a principal and an assistant principal.	(1) If the principal of a coeducational school is a male, the school directorate shall appoint one of the female teachers in the school to exercise the supervision of the girls until further notice. Likewise if the principal is a female, the school directorate shall appoint one of the male teachers to supervise the boys until further notice.
2021064	(1) A person who has had a principal's office for three five-year terms or who has otherwise held such office for fifteen years may decline the appointment.	(1) Principals and assistant principals shall be appointed for a period of five years at a time, and they may be reappointed to their offices after the termination of the period.
2022060	(1) Permission to establish private secondary schools in which the language of instruction is Swedish or Finnish may be granted to Finnish citizens or municipalities or registered Finnish corporations or foundations.	(1) Permission of establishing private schools is granted by the cabinet on the basis of needs of the locality, and if there are sufficient economic prerequisites for the maintenance of the school. (2) The cabinet may grant permission to extentions of schools. (3) Applications concerning the establishment or the maintenance of private

		secondary schools shall be submitted to the school directorate which submits an evaluated application to the cabinet for decision. Such application shall be submitted not later than the month of January in the year during which the establishment or the extension of the school shall be realized.
2023066	(1) As provided specially, the right of decision on matters relating to a private secondary school is with the restriction mentioned below, vested in the person, the municipality, the corporation or the foundation which maintains the school.	
2024060		(1) Those responsible for the operation of the school shall appoint a school board with not less than five members.
2025060		(1) The regulations for private secondary schools shall be laid down by the school directorate.
2026062	(1) The curriculum plan shall include compulsory subjects, optional and voluntary, as well as the weekly number of hours of instruction for different subjects, indicated specifically for each grade, the division into streams, length of class periods and intervals.	(1) The curriculum for private secondary schools shall be confirmed by the school directorate.

2027064	(1) The qualification requirement for permanent teachers in private secondary schools are the same as those for the corresponding teachers in the state secondary schools. (2) The principal shall meet the requirements prescribed for permanent teachers.	
2028063	(1) Private secondary schools may be qualified to grant secondary school certificate, the lower and/or the higher.	(1) If a private secondary school wants to acquire the permission to grant the lower secondary school certificate or to provide education toward the admission to institutes of higher education, permission shall be applied for from the school directorate.
2029060		(1) Private secondary schools are subject to supervision and inspection of the school directorate. (2) The school directorate and an inspector on behalf of the directorate shall receive necessary information concerning the administration and instruction of the school, its teaching staff, students and other conditions which the directorate or the inspector deem necessary.
2030064		(1) Written complaints shall be submitted to the school directorate by parties dissatisfied with decisions concerning appointments to principals on permanent teachers' posts, or appointments for a year of

		probation, on refusal to issue letters of confirmation or decisions on the invalidity of such letters or on the dismissal of a principal or a permanent teacher.
2031067		(1) Appeals may not be lodged against decisions taken by the cabinet or the Ministry of Education by virtue of the Act on state subsidies by virtue of the statute on private secondary schools of 1951.
2032060		(1) Anyone who establishes a private secondary school or continues such a school without permission or who, later than a year from enforcement of this statute maintains a private secondary school without permission shall be punished by fines.
2033060		(1) The Ministry of Education may issue more precise regulations and directives on the application of the statute on private secondary schools.
2034067	(1) Private secondary schools in which the language of instruction is Swedish or Finnish and the organization of which corresponds to that of secondary schools are granted state subsidies for their	(1) State subsidies to private secondary schools are granted by the cabinet according to its consideration.

	activities by virtue of the Act concerning state subsidies for private secondary schools of 1950. (2) Private secondary schools, the organization of which does not correspond to that of state secondary schools may be granted state subsidies if the schools' educational contribution seems significant and beneficial for the country. (3) State subsidies may also be granted for the support of experiments conducted by schools	
2035001	(1) In civic schools, special schools, and other special classes other suitable textbooks may be used, should no suitable textbooks approved by the school directorate be available.	(1) Textbooks approved by the school directorate shall be used for instruction. (2) Other suitable textbooks may also be used with the permission of the primary school inspector.
2036001	(1) The curriculum guide shall include the general organization of school work, the subjects of instruction, the courses of instruction and the textbooks used.	(1) A curriculum guide approved by the school directorate shall be used.
2037001	(1) The curriculum guide shall be drafted by the principal of the school in consultation with the other teachers.	(1) The principal of the school shall submit the curriculum guide to the school board for approval. (2) The school board has the right to make necessary amendments to the draft after which the curriculum guide shall be submitted to the primary school inspector for approval. (3) In lower secondary schools the curriculum guide may

		not be submitted to the inspector for approval. (4) Should the inspector not consider it possible to approve the curriculum guide he shall return it for reconsideration. (5) If the primary school inspector cannot approve the new curriculum draft, he shall submit it for decision of the school directorate. (6) The above provisions governing the drafting and confirmation of curricula shall be duly observed also when confirmed curricula are amended. (7) Should the school directorate consider that the curriculum should be amended the respective school board is obliged to submit a new draft curriculum to the primary school inspector for confirmation within four months from the decision of the school directorate.
2038001		(1) The curriculum guide and the annual plan of secondary schools shall be submitted to the school directorate for confirmation.
2039002	(1) The civic schools shall be closely connected with commercial and industrial life and shall provide vocational assistance and lay the basis for general vocational training. (2) Special attention shall be paid to records made by students from time to time, regarding their inclinations,	(1) The vocational guidance shall be provided in consultation with the respective authorities.

	attainments, and interests in accordance with the instruction issued by the school directorate. (3) The instruction provided in the civic school shall be diversified and designed to increase success in the students' vocational choice. (4) The instruction shall emphasize one or several areas of trade, according to social and economic needs and the inclinations and interests of the students.	
2040110	(1) A special school is a primary school in which instruction is provided for mentally retarded and slightly feeble-minded children.	
2041110	(1) Special schools comprise eight school years.	
2042002	(1) Municipalities which want to establish middle schools must promote experimental activities in the primary schools in accordance with directives from the school directorate. (2) Where the need for a middle school is very great, permission may be granted to establish such a school.	(1) The cabinet may grant municipalities permission to establish middle schools connected with the primary school if the establishment of the school is necessary due to increasing educational requirements of the respective locality, and if there is not already a middle school in the municipality, or if this would be important because of long distances to and from school. (2) Other municipalities may also obtain this permission if the cabinet feels that the educational system of the country may benefit

		considerably from the school through significant educational experimental activities.
2043003	(1) Students in the middle school are selected from among the applicants on the basis of certificates from primary school teachers, general evaluation, and the entrance examination, which shall take place in the middle school.	(1) Students are admitted to the middle school in accordance with admissions requirements set for state secondary schools.
2044002	(1) Upon request, teachers shall advise youth, who have completed school, in particular with regard to leisure-time and independent study.	
2045000		(1) The regulations of primary schools shall be approved by the municipal council, when the primary school committee has drawn up the draft of such regulations in consultation with the primary school inspector. (2) Should no primary school committee exist then this matter is handled by the primary school board. (3) If the school directorate considers that the regulations of a primary school should be amended, the directorate shall draft the amendment and present it to the municipal council for consideration. (4) If the municipal council has

not approved the draft amendment within six months, the school directorate shall submit the matter to the decision of the cabinet.

2046000 (1) In other matters than those referring to appointments of officeholders or the qualifications of personnel, the primary school inspectors, school physicians and school dentists have the right to be present at the meetings of primary school boards and primary school committees, and have the right to express their opinions at the meeting, but not to vote. (2) The same right is due to the secretary of a primary school committee at the meetings of the school board.

2047007 (1) In order that a municipality may receive state subsidies each primary school, in the primary school district, shall enroll a minimum number of children. (2) For the remuneration of a teacher in a one-room school there shall be thirteen children. (3) For the remuneration of one teacher in a school with two teachers, there must be twenty-five children. (4) For the remuneration of the third teacher in a school with three teachers, there must be fifty-five children. (5) For the remuneration of the last appointed teacher in a school with more than three teachers there shall be thirty children for each classroom teacher, with the exception of one. (6) On special grounds the cabinet may grant exemption to the minimum number of students per teacher. (7) If state subsidies have previously been granted for the remuneration of teachers, the state subsidy is not withdrawn unless the number of students has during three consecutive years fallen below the number stipulated by the Act.

2048004 (1) A state primary school inspector is appointed by the cabinet when the inspectors post has been announced vacant for thirty days and the school directorate has drawn up a directive for the position.

2049000 (1) Decisions taken by primary school boards, primary school committees or the primary school inspectors may be appealed to the school directorate.

2050001 (1) The primary school boards have the right to appeal in respect to decisions taken by primary school inspectors on curriculum and also in other related matters.

2050000 (1) Primary school inspectors have the right to appeal in respect to

		decisions taken by primary school boards and primary school committees on disciplinary matters concerning personnel.
2051140	(1) Finnish citizens have the right to establish private schools or reformatory schools, provided that their purpose is not contrary to legislation or against good morals.	(1) Private secondary schools may only be established with the permission of the cabinet.
2051143	(1) Private middle schools may not be extended to secondary schools with the purpose of providing university entrance training, without the permission of the cabinet.	(1) The cabinet may grant such permissions if the establishment or extention of such school is called for by educational needs of the locality and that sufficient economic prerequisites exist for the continuation of the secondary school.
2052142	(1) The direction of private schools and reformatory schools and the instruction provided therein as well as all other activities in such schools shall be organized in such a manner as to correspond to their purpose. (2) The regulations necessary to this effect shall be included in the working plan of the school or the educational institute.	(1) The educational institute shall submit for approval the necessary regulations, to the cabinet.
2053140		(1) All private schools and reformatory schools are in respect of the fulfillment of their purpose

		and their working plan subject to the supervision and the inspection of respective governmental authorities, and are obliged to submit to them annual statistics and other necessary information.
2054143		(1) If private schools or educational institutes desire to acquire the right to issue certificates leading to admission to special vocational colleges and continuation secondary schools, or to pass examinations which qualify them for admission to institutes of higher education, or which constitutes qualification requirements for certain administrative offices, or which entails other benefits in society, the school or the educational institute shall be subject to further supervision and inspection by the respective government authority as prescribed by special provisions. (2) By this, all whom it may concern shall obediently abide.
2054147	(1) A private school or educational institute may be granted state subsidies.	(1) If a private school or educational institute wish to be granted state subsidies, the school or the institute shall be subject to further supervision and inspection by the respective governmental authority.
2055150		(1) The school directorate is a central administrative board under the government, mainly the Ministry

of Education. (2) The school directorate is responsible for the supervision of the measures arising from compulsory school attendance, the primary schools, the schools for the deaf-mute and the blind and other educational institutes corresponding to primary schools. (3) The secondary schools and the other corresponding educational institute, the teacher training institutes subject to the supervision of the school directorate and folk high schools, workers' institutes, the public libraries and other adult education subsidized by the state. (2) The cabinet may prescribe that other educational institutes and form of public adult education shall also come within the competence of the school directorate.

2056150 (1) The school directorate shall administer and supervise the school activities and the supplementary educational work within its competence, obtain information on the status of educational needs, take appropriate measures for the organization and the development in these areas and undertake the other tasks incumbent on the directorate.

2057150 (1) The head of the school directorate is the Director General and the other members of the directorate are the school counselors, the legal school counselors and the school counselor who is the executive secretary.

2058060 (1) For secondary education there are two Finnish-language departments in the school directorate of which the first department deals primarily with matters relating to the state secondary schools. (2) The second secondary department deals with matters relating to private secondary schools, foreign language secondary schools, experimental activities in secondary schools, inspection of instruction and teacher training.

2059030 (1) For primary education, there are two Finnish-language departments in the school directorate, one dealing with matters related to compulsory school attendance, the other relating to the training and further training of teachers, supervision of programs for primary school teachers, and education of deaf and blind. (2) For public adult education, there is a Finnish-language department in the school directorate which deals with matters related to Finnish-language folk high schools, workers' institutes and public libraries, and other matters relating to the sphere of Finnish-language public adult education.

2060120	(1) The Swedish-language institutes of education and Swedish-language public adult education come within the competence of the department of Swedish language education.
2061150	(1) The Director General or some other members of the school directorate makes decisions on issues which have been presented to the school directorate and discussed in session.
2062150	(1) Sessions at the school directorate follow directions prescribed in respect of collegiate courts. (2) The order of voting is determined according to seniority, however, in such a manner that the person who submits the issue votes first, then the school counselors, the heads of departments and the directors of the school system, and the chairman. (3) The motion shall be presented by the chairman, by the member, or the officer who drafted the motion. (4) The person who makes the motion has the right to vote, even if he is not a member of the school directorate. (5) The person who makes the motion presents relevant documents and letters.
2063150	(1) Appeals against the decisions of the school directorate may be lodged in the manner prescribed concerning appeals in administrative affairs.

2063150		(1) Decisions concerning disciplinary warnings or appointments of primary school teachers may not be contested by the lodging of appeals.
2064150		(1) The school directorate on the approval of the cabinet lays down further directives concerning the competence of the departments and the offices, and the duties of personnel and overall organization.
2065032	(1) Primary schools shall provide the citizens with the necessary basic education. (2) The primary school shall promote moral principles and good conduct and teach students the knowledge and skills required in life. (3) The purpose of the primary schools is also to support and assist the study of cultural pursuits of young people who have completed their school education.	
2066030	(1) The primary school is divided into basic primary school and civic school. (2) The basic primary school is a six-year school and the civic school is a two-year school. (3) The civic school may under special circumstances comprise one school-year, only in which cases it is a seven-year school. (4) Nine-year primary schools may	

be established by the municipalities by adding a third school year to the civic school.

2066040 (1) A lower secondary school may be established in connection with, and as a part of the primary school.

2066041 (1) The curriculum of a middle school shall correspond to that of the state lower secondary schools and the conditions for the establishment of such schools are promulgated by statutory orders.

2066032 (1) The primary school may include a special school, grades for students who progress slowly in their studies and other schools for children of compulsory education age.

2067032 (1) The language of instruction in the primary schools is either Finnish or Swedish. (2) Provisions concerning the instruction in their own language for children with some other mother tongue than the aforementioned may be promulgated by statutory order.

2068152 (1) A class group including students in the first or the second grade of the primary school may not have more

	than thirty students nor may the students belong to more than three different age classes. (2) Other class groups may not comprise more than forty students from not more than five different age classes. (3) Students in the basic primary school and in the civic school shall not be instructed together unless imperative circumstances render it necessary.	
2069152	(1) Students in basic primary schools and in civic schools may be instructed together, according to special statutes and under the following conditions; where special primary schools have been established for the deaf and blind, for the mentally deficient and for the mentally retarded, for ailing or for disabled students or when it is necessary for the general development of the school system to establish special experimental schools. (2) A municipality which has been granted permission to establish a middle school or an experimental secondary school affiliated with a primary school may without prejudice to the provisions of the Act on Primary School Education of 1957, establish an experimental school in which the civic school and the	(1) A municipality which wants to establish a middle school or an experimental secondary school affiliated with a primary school must obtain permission and approval of the Ministry of Education.

	middle school based on six years of basic primary school are united into a three-year higher stage of the basic schools of a comprehensive type.	
2070037		(1) The municipalities are responsible for the establishment, maintenance and financing of primary schools. (2) The municipalities are granted states' subsidies for this purpose.
2070030	(1) In a municipality, there shall be sufficient number of primary schools properly located to provide adequate primary education for children of primary school age.	
2071150	(1) The districting whereby the boundaries of the districts and the location of the primary schools are determined shall take into consideration that the maximum distance to the school for any student does not exceed five kilometers. (2) If a community which belongs to two or more municipalities cannot be divided efficiently into individual school districts for each municipality then it shall be established as a joint district for the municipalities involved. (3) When a civic school and middle school and sometimes basic primary schools are	(1) According to the primary school system, a municipality shall be divided into primary school districts.

	included in the primary school system, municipalities may be divided into larger districts or remain undivided. (4) Several municipalities or parts of them may also be united into a common district provided that satisfactory transportation and accomodations are arranged for students for outlying parts of the district. (5) Primary school districts may not, without sufficient reason be so small that, the basic primary school would have to be a one-room school, nor may the civic school districts be so small that they do not have the number of students required by statutory order for the establishment of such schools.	
2072030	(1) A basic primary school shall be established in each primary school district in which there are not less than twenty-seven school-bound children. (2) In sparsely populated municipalities and in municipalities which are situated on islands, the minimum number of children required for the establishment of a primary school is twenty.	(1) A primary school may not be closed down unless the number of students has been less than fifteen for three consecutive years. (2) If a primary school district is merged with a neighboring district the primary school of the district may be closed down regardless of the number of students in the school.
2073030	(1) If, in a municipality with both a Finnish-speaking and a Swedish-speaking population, the number of children of school age of the linguistic minority is not	(1) A municipality shall establish a primary school in the district of the minority language if the number of children of school age in the district is not less than

	less than eighteen, the municipality shall be divided into separate primary school districts for instruction in each language.	eighteen. (2) Such a school may not be closed down unless the number of children has dropped to twelve during three consecutive years.
2074110	(1) Special schools may be established for mentally retarded and slightly mentally defected children. (2) Special school districts may be formed for special education. (3) In a town and in a densely populated area with a diameter of five kilometers which belongs to one or more municipality, a special school shall be established if the number of inhabitants with the same mother tongue is not less than eight thousand.	
2075030		(1) The activities of the primary schools are first of all directed and supervised by the primary school board. (2) Each primary school district with a primary school shall have a primary school board. (3) If there is no primary school in the district, the district shall be supervised by the board of the primary school which the majority of the children in the district attend or by the board appointed by the municipal council. (4) A minority language district shall always have its own board.

(5) In the towns and in urban districts schools with the same language of instruction may have a joint primary board.

2076030 (1) The municipal council shall elect six members to the primary school board for one year at a time mainly from among the parents of the students, however, not from among the teachers of the school. (2) In addition, a representative of the teaching staff of the school shall belong to the board as a member. (3) The board shall elect a chairman from among its own members.

2077030 (1) For the uniform administration of the primary schools each rural municipality shall have a primary school committee. (2) An urban district may also appoint a primary school committee. (3) The municipal councils elect a chairman and five other members to the primary school committees, for four years at a time. (4) A representative of the teaching staff shall belong to the primary school committee as a member. (5) In bilingual municipalities the teaching staff of both of the two language groups shall be represented in the primary school committee. (6) If there is only one primary school board in a

		municipality it shall also carry out the tasks of the primary school committee.
2078030		(1) A primary school district which belongs to two or more municipalities is administered by the municipality within the area of which the school is situated according to the division into districts. (2) The municipalities may agree upon that members from other municipalities are elected to the primary school board. (3) When the school which belongs to two or more municipalities is situated within the area of a municipality which is not a part of the district, it shall be laid down in regulations of the primary school which municipality shall administer the school district. (4) Primary school districts may be administered jointly.
2078037		(1) The municipalities bear the expenditure for the school in proportion to the number of education-bound children in each municipality in the district unless the municipalities have agreed on some other division of expenditure.
2079037	(1) Instruction and textbooks as well as other educational material and necessary equipment shall be given free of charge to the students in the municipal primary schools.	

2080030 (1) If the way to the school is not safe to walk for students, or if the distance to the school exceeds five kilometers, the municipality shall assist the students in arranging transportation or escort for the students to school and providing accomodation for the students near the school. (2) The same provision applies to very young children and children of delicate health, even if the way to school is less than five kilometers, if the way may be regarded as too difficult or strenuous for them without the said assistance. (3) If no less than sixteen students live at a distance of more than five kilometers from the school in a sparsely populated municipality and transportation cannot be arranged for them in a practical manner, the municipality shall provide a dormitory.

2081039 (1) A sufficient meal shall be provided for the students in the primary school every school day.

2082039 (1) The municipality shall provide children from families of poor means with clothing, footwear and other assistance so as to ensure that they are able to attend school.

2083030		(1) Finnish citizens and Finnish corporations, foundations and religious communities may, with the permission of the state council establish and maintain private primary schools. (2) Other functions incumbent on the primary school system may be approved by statutory order.
2084000	(1) Every child who is a Finnish citizen, is subject to compulsory education.	
2084110	(1) Special enactments have been promulgated concerning education for severely mentally deficient children.	
2085002	(1) Compulsory education signifies the attainment of knowledge and skills provided in primary schools.	(1) Special provisions are promulgated by statutory order concerning the extent to which studies in other education institutions are equivalent for the fulfillment of compulsory education.
2086002	(1) The fulfillment of compulsory education begins at the commencement of the fall term in the calendar year during which a child reaches the age of seven and ends, unless compulsory education has been fulfilled before that, at the end of the spring term in the calendar year the child reaches the age of sixteen. (2) On special grounds the fulfillment of compulsory	

education may begin later than stipulated above. (3) Compulsory education is regarded as having been fulfilled upon the completion of the primary school course or of some other course which corresponds.

2086110 (1) The period for the completion of compulsory education for the blind or deaf children is ten years as promulgated by statutory order.

2087000 (1) Children subject to compulsory education and children of compulsory education age who are residents in Finland but who are not Finnish citizens are regardless of their nationality, or whether or not they are of compulsory age, entitled to admission to primary schools.

2088000 (1) Children are entitled to attend the primary school in the district to which they belong. (2) If there is no primary school in the district a child has the right to be admitted according to the choice of the guardian to a school in some other primary school district of the municipality in which the same language is spoken. (3) Children who belong to the minority language group shall, unless the municipality has a school in which instruction is given in the

(1) A municipality may on competent grounds decide that a child is temporarily entitled to attend a school for one year in some other primary school district of the municipality where the same language is spoken, provided that the municipality assists, when necessary, in arranging transportation or escort for the student to the school in that district or, when the guardian of a student agreeds in arranging accomodation for the student near the school.

	minority language attend school in a district of the majority language. (4) Children also have the right to admission to other basic primary schools in which instruction is given in their mother tongue unless it leads to the discontinuation of a teacher's post in their own district, or if it results in the otherwise unnecessary financing of a new post or additional school premises must be obtained in the other district.	
2088007		(1) The Ministry of Education lays down the grounds on which a municipality shall pay compensation to another municipality for the education of a child so that the compensation approximately corresponds to the actual additional expenditure incurred by the other municipality on account of the education of the child.
2088153	(1) Special provisions promulgated by statutory order govern the admission of students to secondary schools, special schools and other specific schools.	
2089000		(1) The primary school board shall supervise the execution of compulsory school attendance and decide on matters relating thereto unless

		the authority has been entrusted to some other body. (2) The board shall keep a record of education-bound children in the district. (3) In this respect the keepers of church and of civil registers, the principals of secondary and vocational schools and the police authorities shall provide the municipal primary school committee with the necessary information as stipulated by statutory order. (4) If there is no primary school committee in the municipality these matters are handled by the primary school board.
2090004	(1) The primary schools of rural municipalities and of towns and urban districts shall have sufficient number of teachers' posts, part-time teachers' posts, work instructors' posts and dormitory directors' posts. (2) Unless otherwise decided, one of the teachers of each primary school shall function as a principal. (3) A teacher's post may, under special circumstances be established as a joint post for two or several schools.	(1) The municipalities may accordingly unless provided otherwise by legislation, establish and maintain other posts.
2091154	(1) When a primary school has twenty-seven students, it shall have not less than two teachers. (2) In the middle school and "medborgarskola" and basic primary schools with not less than	

six teachers, the teachers' posts may be established chiefly as teachers' posts for one subject or a number of subjects as provided by statutory order. (3) A special subject teacher's post may also be established jointly by two or several schools both for the teaching of the other national language or for the teaching of a foreign language.

2092154 (1) The municipal council decides on the establishment, discontinuation and alterations of posts in the primary schools. (2) The municipal council may also decide that an office may not be filled permanently for a period of three years at a time if it is likely that the office will not be required permanently.

2093034 (1) Finnish citizens only may be appointed to offices in the primary schools. (2) The other qualifications for office-holders in the primary schools are laid down by statutory order. (3) The cabinet may, on special grounds, grant exemption from the qualification requirements.

2094034 (1) A vacant teacher's post shall, unless there are any legal obstacles

		thereto, be declared vacant for application to be filled permanently and the most skilled and efficient candidate who complies with the stipulation qualification requirements shall be appointed. (2) The teachers' post may on the request of the school be declared vacant for application once more, with the consent of the primary school inspector. (3) The decision on the election of the teachers shall be submitted to the primary school inspector for approval. (4) If the primary school inspector approves the election the matter shall be referred for reconsideration to the authority responsible for the election. (5) A new or a renewed decision on the election of a teacher shall be confirmed by the primary school inspector unless the obviously most skilled and efficient candidate has been disregarded or unless some other unjustified actions have occurred. (6) If the primary school inspector still refuses to approve the election, he shall submit the matter to the decision of the school directorate. (7) When considered necessary, the school directorate may decide which of the candidates shall be appointed to the office.
2095034	(1) A person who has been elected to a permanent teacher's post shall hold the office for a period of probation. (2) After having	(1) The appointing authority shall submit for approval the decision concerning withdrawal of an appointment for a period of probation, to

	served two years, a decision shall be taken on final appointments. (3) If a teacher has during the period of probation given evidence of ability and of good conduct, he/she shall be appointed to the post. (4) If a teacher has previously been granted a teacher's post, he may receive the new post after one year of probation. (5) If the teacher has held a previous post in the same municipality, a new post shall be granted immediately upon the confirmation by the election. (6) If a teacher who has been appointed for a period of probation has proved unfit for the post, the appointment shall be withdrawn.	the primary school inspector. (2) If the primary school inspector does not consider it possible to confirm the decision it shall be submitted to the decision of the school directorate.
2096034	(1) If there is only one teacher's post in the school, it is held by the principal of the school.	(1) The primary school board elects the principal for primary schools on the recommendation of the teachers of the respective school. (2) The appointment may be revoked whenever considered necessary.
2097030		(1) In rural municipalities and in urban districts, the offices of three or more primary school boards are filled by a primary school committee. (2) If there is no primary school committee in an urban district, the offices are filled by the community administration.

(1) The state grants rural municipalities and urban districts subsidies for 20-50 per cent of their expenditure for the acquisition of primary school buildings and 40-60 per cent for redemption loans of construction costs, so that the share of state financing constitutes 60-95 per cent. (2) If the construction cost exceeds the approved standard cost prescribed by the state subsidy, the redemption loan and the financing shall be based on the approved standard cost.

(3) Additional construction subsidies are granted in addition to the subsidy stipulated to the poorest and more sparsely populated municipalities if the construction of school buildings would otherwise be financially too burdensome for the respective municipalities. (4) The state financing granted to these municipalities contributes 90-95 per cent of the construction cost or of the approved standard cost. (5) If the total amount of the subsidies granted constitutes less than the entire financing share of the state, the remainder shall be granted as a redemption loan. (6) The cabinet lays down annually the grounds on which the school directorate grants state subsidies, additional state subsidies and redemption loans.

(7) In special cases the cabinet may grant state subsidies and redemption loans for expenditure in excess of the approved standard cost or may permit that construction cost be covered by state funds in its entirety.

2099007 (1) The cabinet lays down annually the general rules concerning the administrative role of the school directorate in approving constructional drawings, descriptions of school buildings and procedures concerning the determination of the standard cost referred. (2) The basis for determining the standard cost shall take into consideration the current average construction cost.

2100007 (1) For the maintenance of school buildings the rural municipalities and the urban districts receive the following state subsidies: for teachers' housing one-half of the cost, and for other school buildings two-thirds of the maintenance cost based on the actual cost annually fixed by the cabinet for different teachers' lodgings, school buildings and dormitories.

2101007 (1) The state covers two-thirds of the actual expenditure for primary schools in rural municipalities incurred by them for the acquisition or maintenance of equipment, educational material or school libraries, for textbooks, other educational materials or equipment provided for students, expenses for accomodation, transportation, school meals for students and for other services granted students, the annual cost for dormitories or for medical care stipulated by the Act. (2) The rural districts are granted as an annual one-time state subsidy a fixed sum not less than 1000 and not more than 1400 marks per student. (3) The subsidy to rural districts has to be approved by the cabinet.

2102007 (1) The state according to law covers 90 per cent of teachers' salaries in rural municipalities and the urban districts and salaries for part-time teachers, work instructors and dormitory directors and their assistants, as well as retirement pay according to law. (2) The state covers 90 per cent of child allowance payments prescribed by law made by the municipalities on the basis of the salaries received by each employee.

2103007 (1) The poorest municipalities or most sparsely populated municipalities are granted additional state subsidies in order to lower the annual expenditure for primary schools in order to maintain an average level in rural municipalities in proportion to income tax unit.

2104007 (1) Towns are granted annual state subsidies of 47 per cent to meet expenses of primary schools, which includes the salaries for teachers, part-time teachers and work instructors as prescribed by law. (2) Towns, founded later than January 1, 1959 are granted state subsidies on the same grounds as urban districts. (3) The cabinet may make exemption to this and grant state subsidies and redemption loans to other municipalities when the burden of financing the primary schools has become more than reasonably heavy.

2105007 (1) If the administration of primary schools has, due to mismanagement given rise to costs which may be considered unnecessary, the said cost may not be covered by state subsidies.

2106007 (1) When a municipality or some other beneficiary of state subsidies feels that the decision of the school directorate concerning the granting of state subsidies is incorrect, the beneficiary is within one year entitled to submit to the school directorate a written request for an

		amendment of the decision. (2) If the school directorate confirms that the municipality has been granted excessive state subsidies by virtue of this Act, the school directorate has the right to oblige the municipality to repay the amount received by it in excess within three years of the granting of the state subsidy. (3) The decision of the school directorate concerning the granting of state subsidies may not be contested by the lodging of appeals. (4) Appeals concerning decisions made by the school directorate on request for amendments may be lodged with the Supreme Administrative Court.
2107000		(1) The general administration and supervision of the primary school system are vested in the state and are chiefly the responsibility of the school directorate which is assisted by primary school inspectors for each district respectively. (2) Bilingual towns, with a minority language population of not less than ten thousand, shall have a special primary school inspector for the minority language group.
2107004	(1) The primary school inspectors are government officials and receive basic salaries. (2) Primary school inspectors of towns shall meet the	(1) Towns with a population of not less than fifteen thousand inhabitants are obliged to appoint their own full-time primary school inspector. (2) Primary school

qualification requirements set down by statutory order. (3) The appointed municipal primary school inspectors enjoy the same benefits in their offices as government primary school inspectors.

inspectors are elected by the town council. (3) The election shall be confirmed by the school directorate. (4) If a town founded later than January 1, 1959 does not wish to appoint its own primary school inspectors, it is joined with the district of the nearest government primary school inspector.

2108150 (1) Primary school inspectors shall continuously supervise and guide the instruction given in the schools and control the finances of the schools. (2) They are, unless otherwise directed in statutes, entitled to be present at the meetings of the primary school boards and of the primary school committees and to participate in the discussion at the meetings but are not entitled to participate in elections and votings. (3) If a primary school inspector has established that a municipality has acted contrary to law, ordinances or regulations in the administration of primary schools, he/she shall request the county administration to institute official measures against the municipality in order to oblige the respective municipality to rectify its conduct.

2109000 (1) Appeals may be lodged against the decisions of primary school boards, primary school committees and primary school inspectors in the manner and in the order promulgated by statutory order.

2110007 (1) Special provisions are promulgated concerning the salaries and pensions of the permanent personnel in the primary school system.

2111150 (1) More precise provisions governing the organization of the primary school system are promulgated by statutory order. (2) It may also be promulgated by statutory order which provisions of this Act are not applicable to primary schools, school homes or other special schools.

2112060 (1) Every secondary school shall have a special parents' council to which the municipal council in the respective municipality appoints five members, preferably from among the parents of the students. (2) The term of office should correspond to that of the municipal council.

2113060 (1) The parents' council shall elect a chairman from among the members. (2) The school directorate shall be informed of the appointment of the members of the parents' council and of the election of the chairman.

2114000 (1) The parents' council communicates directly, in writing, with the school directorate and on its request submits statements concerning issues related to education.

3001031 (1) The officers of the Organization of Icelandic Primary School Teachers, the principal of the teacher training school and the Commissioner of Education make up the Council for Icelandic Primary School Education. (2) The officers of the organization shall be elected by secret ballot by practicing teachers in Iceland.

3002031 (1) The Council makes proposals to the Ministry concerning curriculum for primary schools, minimum standards for textbooks, arrangement of examinations, and maximum and minimum school hours for children per day. (2) The Minister approves the proposals and issues them publicly in due time. (3) In order to alter the curriculum, an approval from the Education Authorities is needed.

3003041 (1) By a statute, a three member council may be established for lower secondary education. (2) The Commissioner of Education shall be a regular member. (3) Other members shall be appointed from among secondary school teachers by the Minister, for a period of three years at a time. (4) This Council deals with comparable matters for secondary

		schools as the one mentioned above for primary schools.
3004037		(1) Members of the education council do not receive salaries, but receive refunds for necessary expenses.
3005037		(1) If a school disregards the orders issued in accordance to this Act, the government shall withhold funds and salaries to that school until correction has been made.
3006007	(1) Children of compulsory school age shall receive without charge, all textbooks used for the instruction. (2) Students in lower secondary schools shall also receive necessary textbooks without charge.	
3007001	(1) Attempt shall be made to see to it that the quality and general appearance of the books are satisfactory.	(1) A textbook committee of five supervises the publication of textbooks and approves and determines their content and style. (2) The Minister of Education appoints the textbook committee for a period of four years at a time; two members to be recommended by the Union of Icelandic Primary School Teachers, one by the National Organization of Secondary School Teachers, and the chairman to be selected by the Minister. (3) The Commissioner of Education is a member of the committee.

3008001 (1) The Minister of Education appoints, on the recommendation of the committee, a director for the publishing house, who works under the committee.

3009140 (1) The Ministry of Education heads the administration of all instruction and school affairs.

3010140 (1) The Commissioner of Education directs the administration of instruction and school affairs. (2) He sees to it that laws and regulations on education are properly carried out. (3) He receives annually all necessary school statistics on education, from schools and other institutions that come under the authority of the Ministry of Education. (4) The University of Iceland is excluded. (5) The Ministry of Education may give full authority to the Commissioner of Education to make final decisions on certain matters. (6) The Commissioner of Education reports to the Ministry quarterly on matters completed without the Ministry's approval.

3011151 (1) School councils shall be established for primary schools, folk high schools, and secondary schools. (2) The Commissioner of Education is the chairman for each council. Other members of the councils shall be for the folk high schools and secondary schools, one person elected by an organization of folk high school teachers, and one elected by full-time secondary school teachers in towns.

3012151	(1) The school councils make proposals to the Ministry of Education on curriculum, textbooks, teaching material and equipment, and the arrangement and form of examinations.
3012157	(1) Expenses for school councils come under the general expenses of the Office of Education. (2) Members of the councils do not receive salaries.
3013154	(1) Supervisors shall be appointed temporarily for other schools when money has been allocated.
3014152	(1) The Commissioner of Education directs the supervision of instruction, and visits the schools in person when needed.
3015152	(1) The Commissioner of Education directs all school libraries, public libraries, courses and public lectures, aided by public funds. (2) Every year he makes a report for these institutions.
3016140	(1) The Commissioner of Education issues a report on all education in the country.
3017141	(1) The State Audio-Visual Center is under the direction of the Ministry of Education. (2) The

		Minister appoints a committee of five for a period of four years at a time to direct the center. (3) The appointments are made on the recommendation of the Union of Icelandic Primary School Teachers, the National Organization of Secondary School Teachers, the Education Council and Radio-Broadcasting Council, one member each. (4) The chairman is appointed directly by the Minister. (5) The director of the center attends the committee's meetings. (6) He has the right to talk and submit proposals, but not the right to vote.
3018141		(1) The director of the center is appointed by the Ministry of Education on the recommendation of the committee.
3019149	(1) Health programs shall be carried out in all schools of the country.	(1) Health programs shall be carried out in accordance with regulations by the Ministry of Education on the recommendation of the health authorities.
3020149		(1) The health program in schools are under the direction of the health authorities.
3021149		(1) If health centers are operated, then the health program is carried out by them under the direction of the director of school health. (2) Where health centers are not operated, the service is provided

		by local physicians under the direction of the director of school health.
3022089	(1) The Act concerning health provisions in schools does not apply to the University of Iceland.	
3023110	(1) A school for hard-of-hearing shall be operated in the city of Reykjavík to be called "Heyrnleysingjaskólinn" (i.e., school for those who do not hear). (2) A dormitory shall be operated in connection with the school.	
3024110	(1) Parents and guardians of children with hearing defects, either from birth or caused by disease or accident must send their children to the school at the age of four, if it seems apparent that they will not learn the language in a normal way. (2) Children shall attend the school to the age of 16. (3) A statute may provide permission for the school to accept students older than 16 years of age if they have lost hearing and, therefore, do not understand when spoken to.	(1) The Commissioner of Education may grant exception to this if other satisfactory provisions can be made.
3025114		(1) The Minister of Education appoints, temporarily or permanently, a principal and teachers to the school.

3026110	(1) The principal acts under the auspices of the Education Authorities toward teachers, students and their parents or guardians.	(1) The school comes under the direction of the Ministry of Education. (2) The principal is in charge of the administration of the school and is responsible to the Education Authorities.
3027110	(1) One main institution shall be operated by the State for the mentally retarded. (2) This institution shall provide hospital care, nursery service instruction and workshop activities.	
3027112	(1) The institution shall be divided into different departments so that each group be relatively homogeneous.	
3028112		(1) Administrative rules and rules on school time, curriculum and requirements shall be set by statute.
3028114	(1) A school for the mentally retarded shall be operated at the State institution, staffed by people who have received proper training. (2) The director of the institution shall be the principal of the school, but exempt from teaching duties.	
3029119		(1) The institutions, included in the Law Concerning Institutions for the Mentally Retarded come under the direction of the Minister of Health.

3030147		(1) All schools financed or aided by public funds make up a school system.
3031140	(1) The school system is divided into the following four levels: primary education level, lower secondary education level, grammar school and vocational education level, and higher education level. (2) At the primary education level, there are primary schools. (3) At the lower secondary education level, there are lower secondary schools. (4) At the grammar school and vocational level, there are grammar schools and vocational schools. (5) At the higher education level, there is a university.	
3032030	(1) Primary schools are for children age 7-13.	
3032033	(1) Primary education is completed by a primary school examination.	
3033040	(1) Lower secondary schools continue following the primary school examination. (2) The intermediate school is a two year school, comparable to that of the two first years of a lower secondary school. (3) The middle school is a 3-year school, comparable to that of three first years of a lower secondary school. (4) The lower	(1) The Education Authorities may make exceptions to this if local authorities so desire.

secondary school in towns is a four-year school. (5) The lower secondary school in rural areas provides two-year training following the lower secondary school examination.

3033042 (1) Lower secondary schools are divided into two streams, academic stream and vocational stream, depending on the emphasis.

3033043 (1) The intermediate school is completed by the intermediate school examination and provides the right to continue to a middle school and a lower secondary school. (2) The middle school is completed by a middle school examination, a nationwide, state-controlled examination. (3) The middle school examination provides the right to enter vocational schools and grammar schools, with the limitations that may be made in the laws and statutes of each school individually. (4) Students attending the lower secondary school take the same examination as those of the intermediate school and the middle school, i.e. second and third year of lower secondary education. (5) The final examination from the lower secondary school is the lower secondary school examination which provides the right to enter public work in accordance with laws and statutes.

3034052 (1) Grammar schools shall be four year schools divided into streams according to need.

3034053 (1) The final examinations from the grammar schools is the matriculation examination which gives the right to enter university training. (2) This does not alter the right of the Commercial School of Iceland to graduate students with the matriculation examination.

3034070 (1) Vocational schools are not dealt with in the Act on the school system. (2) Each vocational school is dealt with in its respective Act.

3035082 (1) A university is divided in as many departments as is considered necessary according to laws and statutes.

3035083 (1) To be enrolled in the university a "stúdentspróf" is required. (2) A department may require additional qualifications if needed.

3036147 (1) Education is provided free of charge in all schools, financed 50 per cent or more by public funds.

3037002	(1) All education is compulsory for children and youth age 7-15. (2) School districts may decide to complete compulsory education at the age of 14. (3) School districts may decide to extend compulsory education to the age of 16.	(1) Education Council may decide on the agreement of the Education Authorities that compulsory education in one or more school districts within the education district should be completed at the age of 14, if the local school board so desires. (2) Districts or town councils may, on the approval of the Education Authorities, extend compulsory education to the age of 16.
3038007	(1) If a student is financially unable to complete compulsory education, he shall receive financial aid from public funds.	
3039140	(1) Further details on education, form, function, administration, and financing shall be made in laws and statutes for each education level respectively.	
3040157		(1) The law concerning school expenses of 1967 includes primary schools, secondary schools and home economics schools, financed jointly by state and local authorities. (2) The Ministry of Education is in charge of all matters dealt with in this Act.
3041150		(1) The Ministry of Education divides the whole country into educational districts and school districts and makes decisions on the location of

community schools and boarding schools, on the recommendation of the Commissioner of Education, local school boards and town and district councils and the trade education council concerning the trade education schools.

3042158 (1) The Ministry of Education sponsors research throughout the country on the need for school buildings for the education levels pertained to in this Act.

3043158 (1) The Ministry of Education makes plans or has them made for the erection of school buildings for the entire country; a ten year plan to be revised as often as needed and a short-range plan to supplement the annual appropriation bill.
(2) The sequence for the erection of school buildings shall be determined by the Ministry in accordance with urgency and need.

3044158 (1) At the Ministry of Education, there shall be established a department to supervise erection of school buildings.

3045158 (1) Town and district councils hire specialists to draft plans for school buildings, necessary blueprints, including time schedules and estimated cost.

3046157 (1) Fifty per cent of the estimated foundation cost for school buildings pertained to in this Act shall be paid by the State Treasury, but 85 per cent of the actual total cost, including housing for principals and teachers of boarding schools, is paid when completed.

3047157 (1) It is not permissible to start construction of school buildings until money has been allocated by the Appropriation Act, and necessary arrangements have been made with the Ministry of Education. (2) If construction of school buildings is started without the Ministry's permission, then the government has no responsibility for payment. (3) If the allocation is not sufficient to cover the cost of one-third of the estimated cost, then the Ministry of Education is not permitted to allow the work to start until a written permission has been received by the Ministry of Finance.

3048157 (1) The Ministry of Education may delay payments to school buildings, partly or in full, if the allocation by the Parliament and local authorities appears not to be sufficient for the completion of the school building or a part for immediate use (2) In such cases the money allocated shall be kept by the State Treasury. (3) This money may be lent for the purpose of speeding up the completion of other school buildings.

3049157 (1) Payments to be made by the State Treasury may only be made after the due payments of local authorities have been made. (2) These payments shall be kept in a separate bank account, agreed on by the Minister of Education and respective town district.

3050157 (1) All regular salaries to principals, full-time teachers and other employees under the Ministry of Education shall be paid by the State Treasury. (2) The salaries of school inspectors for primary schools, secondary schools, and schools of home economics, and other expenses related to school inspection shall be paid by the State Treasury.

3051158 (1) The care of school buildings operated jointly by state and local authorities is the responsibility of district or town councils, unless otherwise indicated by a statute. (2) The district or town councils shall be responsible for proper maintenance of these school buildings, according to the evaluation of the department of school buildings at the Ministry of Education.

3052157 (1) The Department of School Finances supervises the financial matters

		according to this Act, dealing specifically with schools operated jointly by state and local authorities, in accordance with statutes issued by the Ministry of Education.
3053157		(1) The Ministry of Education issues statutes on the administration of this Act. (2) A cooperative committee of representatives of state and local authorities shall be appointed. (3) The committee shall discuss statutes concerning local and state cooperation before they are approved. (4) The committee shall also deal with conflicts that may arise from the cooperation between state and local authorities.
3054131	(1) Primary schools shall attempt to provide instruction in subjects authorized by law, and in accordance with the students' development and ability.	
3055030	(1) Primary schools shall be operated in all school districts for children 7-13 years of age.	
3056032	(1) Compulsory school attendance may be delayed to the age of 8, 9, or 10 in specific rural districts. (2) In such cases the instruction of seven year old children shall be the responsibility of the respective homes	(1) When a local school board in a rural district suggests that compulsory school attendance in that district should not begin until the child has reached the age of 8, 9 or 10, it may be approved by the respective education council on

	until the beginning of compulsory school attendance in the district.	the consultation of respective school inspectors. (2) Home instruction shall be supervised by a teacher in the district.
3057030	(1) Parents and guardians of school-bound children are responsible for their receiving education according to law and attend examinations according to law.	
3058032	(1) Children may be exempted from attending public schools under the following conditions; children who attend recognized private schools, children who have received permission from the local school board and principal to study independently. (These children must, however, come for interviews and take examinations in the school whenever the principal decides). Children who, as determined by respective teachers, principal and school physician lack necessary ability to study in a general primary school, children who, as determined by the same individuals will disturb order in schools and demonstrate bad examples for other children, children who, as determined by school physician, lack health or have other physical handicaps that hinder them in studying in a general primary school.	
3059032	(1) Children of low intelligence, disturbed character, and of poor	(1) Educational authorities may decide that school attendance for

	health shall receive education and instruction according to need.	these children may be extended one or two years above the regular compulsory education age.
3060030		(1) If a child does not register at a proper time, then the local school board must consult with the child's parents or guardians as soon as possible. (2) If the parents or guardians do not respect the notice, they shall be fined as much as 5-10 krónur per day. (3) If it can be proved that the child's home is responsible for this neglect, then the local child-care committee is permitted to remove the child from the home and place it somewhere else. (4) If it can be proved that the home is not responsible for the neglect, the committee must place the child at an institution or another private home that the committee considers trustworthy.
3061030	(1) Each county and each town is a separate education district. (2) Each education district is one or more school districts, with one primary school each.	(1) Education authorities may, on the approval of an education council, permit two counties to be a joint education district, or a local district or a section of a local district to join another county.
3062030		(1) The Education Authorities decide on the approval of an education council, how an education district is to be divided into school districts.

		(2) The education council must seek opinions from the respective local school boards on the division of the education district into school districts.
3063038	(1) A school building shall be available in each school district, located where it serves effectively the whole school district and its school population.	(1) The education authorities establish minimum standards of school buildings.
3064030	(1) Community schools shall be operated where conditions are favorable, but if this arrangement does not seem effective and suitable because of long distances, boarding schools shall be erected.	(1) An attempt shall be made to include a large population in each school district as to provide the hiring of at least two full-time teachers.
3065038		(1) Town councils are responsible for the care of school buildings. (2) School buildings may not be used unless approved by the local school board. (3) In rural areas the care of school buildings is the responsibility of local school boards. (4) The care of furniture and other school equipment is the responsibility of respective principals. (5) In order to permit use of school furniture and equipment outside the school building, the principal needs the approval of the local school board and the town or district council.

3066034	(1) A teacher must teach on the average 36 teaching hours per week, but the year he reaches the age of 55 the Education Authorities may decrease his load as much as 6 hours per week and again an additional 6 hours when he reaches the age of 60. (2) The teaching load of principals shall be set in a directive.	(1) Principals may not be released from additional teaching duties unless approved by the Education Authorities.
3066030	(1) A teaching hour in this Act is 40 minutes.	
3067036	(1) The principal acts on behalf of the Education Authorities and local school boards toward teachers, students and parents. (2) He administers all school activities according to laws and regulations.	
3067030		(1) The principal is responsible for his administration toward the Education Authorities and the local school board. (2) The principal is entitled to participate at the meetings of the local school board. (3) He has the right to speak and make proposals and suggestions.
3068034	(1) When a teacher has served for ten years, he may ask for a sabbatical year. (2) Primary school teachers may only be granted one sabbatical.	(1) If the Education Authorities consider the proposal satisfactory, the sabbatical may be granted on full salaries.

3069030 (1) In each education district, there shall be an education council of five members. (2) In towns they shall be elected by town councils soon after each general election. (3) In rural areas, the education council shall be elected by respective county councils. (4) If the education district includes two counties, then the one that has the larger population elects three and the other elects two. (5) The education council elects a chairman from among the council members. (6) The purpose of the education council is to administer joint educational matters within the education district. (7) The Education Authorities issue a directive for the education council.

3070030 (1) In each school district, there shall be a local school board of three members. (2) Two of them shall be elected by district council soon after each general election. (3) The third member, the chairman, shall be appointed by the Education Authorities. (4) The term of office for local school committees and education councils shall be the same as that of town, district and county councils. (5) Eligibility for running for these education offices is the same as for that of general elections.

(6) In towns the duties of local school boards may be given to the respective education council on the recommendation of the Education Authorities and on the approval of respective town council.

3071030 (1) Principals shall always be informed of meetings to be held by their respective local school boards.

3072034 (1) Local school boards receive applications for teaching posts.
(2) The local school board must always seek opinions of the respective principal as to the qualifications of prospective teachers, and the opinion of a respective school inspector as to the qualification of prospective principals.
(3) If the local school board does not reach an agreement or if the board's recommendations do not correspond with that of the principal or school inspector, each party may make separate recommendations to the Education Authorities.
(4) The board, the principal or the school inspector, must always include a rational justification for the support of the respective candidate.

3073034 (1) If the Education Authorities and the Reykjavík City Council agree, a superintendent of schools shall be appointed for the city,

		who shall be in charge of programs that these authorities decide on, including the execution of decisions made by local school boards accordingly.
3074030	(1) Each primary school is divided into two stages, first stage and second stage. (2) First stage includes school-bound children younger than 10 years of age. (3) Second stage includes school-bound children ten years of age and older.	
3075031	(1) One foreign language may be taught during the last school year of second stage to children who are most efficient in the mother tongue.	
3076030	(1) During the first stage, children shall generally attend 21 teaching hours per week. (2) During the second stage, they shall attend 33 teaching hours per week.	
3077030	(1) Schools in towns and villages with a population of one thousand or more shall be operated approximately nine months per year. (2) Other community schools and boarding schools shall be operated no less than seven months per year, if the student population is sufficient.	
3078032	(1) In boarding schools and community *schools in rural areas, a permission*	(1) If considered necessary and suggested by local school board,

	is granted to divide the school time between two class groups in such a way that each child receives at least 3-1/2 months instruction. (2) During the time that the child does not attend school, during the winter, his home study is supervised by the teacher.	courses may be offered at boarding schools during the spring and fall for children 7-9 years of age for a total period of as much as two months.
3079033	(1) Examinations in knowledge and skill shall be held for all examination-bound children each spring. (2) All children, age 8-13, are examination-bound unless valid reasons prevent.	
3080033	(1) Examinations for 1-13 year old children, and the final examinations for each stage shall be administered under the supervision of censors. (2) There shall be nation-wide examinations, at least in the Icelandic language and arithmetic.	(1) Censors are appointed for a period of four years at a time by the Education Authorities, on the recommendation of respective school inspectors. (2) The Education Authorities direct the preparation of the tests and the distribution of the test forms.
3081033	(1) A twelve-year-old child may be permitted to enter the primary school examination. (2) Minimum grades in main subjects, as well as trade averages for these children, shall be set by an examination regulation. (3) These grades must be considerably better than minimum standards set for 13 year-old children.	(1) Local school boards may, on the approval of respective principals and teachers, permit a twelve-year-old to enter the primary school examination.
3082033	(1) The grading scale in primary schools shall be 0-10, and each	

	whole number may be divided into tenths.	
3083033	(1) If an examination-bound child has an unexcused absence from these examinations, the examination may be given privately at the child's home at the expense of the child's parents or guardians, otherwise the assistance of the police may be sought in order that the child may be tested.	
3084033	(1) Children who fail the final examination at the age of 10 and 13 shall repeat the same grade the following year, and then enter the final examination the second time.	(1) If a child does not pass the final examination the second time, further directions shall be determined by a special statute issued by the Education Authorities.
3085030		(1) The country is divided into 6 educational regions headed by one school inspector each. (2) The school inspectors shall supervise school administration and instruction, and evaluate the effectiveness of the education. (3) They shall also give advice on school matters and education in general, each one in his own region. (4) The role of the school inspectors shall be further determined by a directive issued by the Education Authorities.
3086037	(1) The authorized instruction for school-bound children in public schools is provided without charge.	

3087037	(1) If a parent or guardian of a school-bound child is unable, as determined by the local school committee, to support financially the compulsory schooling of the child, then the expenses shall be paid partly or in full by local public funds.	
3088030		(1) The Education Authorities may legalize primary schools, run by individuals or institutions, if they are operated on the basis of statutes that they consider satisfactory. (2) Private schools must follow the same school inspection and regulations as do other primary schools.
3088034	(1) Teachers hired by private schools must have the same qualifications as teachers of public schools.	
3088037		(1) Private schools have no right for public financial support.
3089100		(1) Town and district councils may support the establishment of pre-primary schools for 5 and 6 year old children of the community.
3089102		(1) The instructional plan of pre-primary schools must be approved by the Education Authorities.
3089108		(1) Housing and other facilities of pre-primary schools must be

		approved by the Education Authorities.
3089104	(1) Teachers of pre-primary schools shall have completed approved Teachers' examinations and shall be hired and receive salaries on the basis of the same regulations as teachers of primary schools.	
3089107		(1) Besides teachers' salaries, the State pays no other expenses of operating pre-primary schools.
3090040	(1) The lower secondary education level is the second level of the school system. (2) It joins together the primary schools on one side, and vocational and grammar schools on the other side. (3) The schools at this level are mainly for students, 13-17 years of age.	
3091041	(1) At the lower secondary education level there are three types of schools with a unified curriculum: intermediate school, middle school, and lower secondary school.	
3092042	(1) In each school district, there shall be at least one school for the completion of the compulsory education at the secondary education level.	(1) Two or more school districts may have a joint school, if they so desire, on the approval of the Education Authorities.
3093040		(1) Principals of the lower secondary education level are entitled

to participate in meetings held by the education council in their town or county. (2) They have the right to speak and make suggestions and proposals concerning their own school. (3) Permission may be granted teachers at the lower secondary education level, if they so desire to attend education council meetings with the same rights as granted principals.

3094040 (1) School inspectors at the lower secondary education level may attend the meetings held by education councils and local school boards. (2) They have the right to speak and make suggestions and proposals. (3) They have the right to call a meeting for the council and local school boards.

3095040 (1) Education councils make proposals on the establishment of lower secondary schools, and on the length of compulsory education, each in their respective education district, to be submitted to the Education Authorities.

3095047 (1) The education councils supervise and inspect the financial affairs and operation of all schools at the lower secondary level within their respective education district, and see to it that they are operated in accordance with laws and statutes.

3096040 (1) For each lower secondary school and middle school, there shall be a local school board of five members. (2) In towns, four of them shall be elected by the town council soon after a general election. (3) In rural areas they shall be elected, at the same time, by county councils. (4) If two or more education districts operate a school jointly, each county council elects two members for the local school board. (5) The Education Authorities appoint one board member who shall be the chairman. (6) His term of office shall be the same as that of the other board members. (7) Wherever compulsory education at the secondary education level is provided in primary schools, only one local school board shall be appointed for both education levels. (8) The duties of local school boards for these schools may be given to education councils if approved by respective town councils, county councils, and the Education Authorities.

3097040 (1) Local school boards supervise and inspect the operation of instruction at the lower secondary education level, each one in its own education district, under the direction of the education council and the Education Authorities.

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3098043	(1) A person who has completed the primary school examination must enter lower secondary education and complete his compulsory education by passing the intermediate school examination the year he reaches the age of 15.	
3099042	(1) Compulsory education may be completed the year a student reaches the age of 16.	(1) A town council or district council may decide that compulsory education be completed the year a student reaches the age of 16 on the approval of respective education councils and the Education Authorities.
3100040	(1) Parents or guardians of youth who are education-bound at the lower secondary education level are responsible for their education and that they attend examinations determined by law.	
3101040		(1) If a youth does not register for school or remains unexcused from his examinations, the local school board shall notify the parents or guardians as soon as possible. (2) If the parents or guardians do not respond to the notice, they shall be fined as much as 5-10 krónur per day. (3) If it can be proved that the home is responsible for the neglect, the local child care committee may

		remove the youth from the home and place him somewhere else, but if it can be proved that the home is not responsible, the committee must remove the youth and place him away from his home.
3102042	(1) Youths may be exempted from attending the schools of the lower secondary education level, as determined by law, under the following conditions: youths who attend lower secondary education at recognized private schools; youths who have received permission from the local school board and principal to study independently (these youths must, however, come for interviews or for examinations in the school, whenever the principal requests); youths who are unfit to attend regular classes because of physical or mental handicaps, as determined by school physician and principal; youths who disturb classwork by disobedience and improper behavior, as determined by principal and teachers; and youths who apparently may lead other students into delinquency.	
3103112	(1) Mentally or physically handicapped children shall be placed in schools or institutions that provide education and schooling, according to their need.	(1) The Education Authorities may extend the compulsory education period for these children, as much as one or two years.
3104043	(1) The intermediate school is a two year school, which is	

	completed by the lower secondary school examination. (2) This is a nation-wide examination partly or in full, according to a statute.	
3105043	(1) The intermediate school examination provides the right to enter the middle school or the lower secondary school.	
3106040	(1) The middle school is a three-year school.	
3106043	(1) The middle school is completed by the middle school examination (2) This is a nation-wide examination, partly or in full, according to a statute. (3) By the middle school examination the compulsory education period is completed in the communities where it has been extended to the age of 16. (4) The middle school also gives the intermediate school examination.	
3107043	(1) The middle school examination provides the right to enter the lower secondary school and various vocational schools.	(1) Limitations of the middle school are set by laws and regulations for each different school individually.
3108040	(1) The lower secondary school is a four year school.	
3108043	(1) The lower secondary school is completed by the lower secondary school examination.	

(2) These schools also give the intermediate school examination and the middle school examination.

3109043 (1) The lower secondary school provides the right to enter various public work, enroll into various vocational schools, and specialized courses in accordance with laws and regulations.

3110041 (1) All secondary schools shall be operated mainly on the basis of a unified curriculum guide in such a way that the first class of the intermediate school be comparable to the first class of the middle school or the lower secondary school; second class of the intermediate school be comparable to the second class of the middle school or the lower secondary school; and third class of the middle school be comparable to third class of the lower secondary school.

3111041 (1) In education districts outside the towns, where the lower secondary schools are two year schools, the curriculum is the same as for that of the last two years of the lower secondary school.

3111043 (1) The intermediate school examination provides the right to enroll into the first class of the two year lower secondary school. (2) The middle school examination provides the right to enroll into the second class of the two year lower secondary school. (3) These schools also give the middle school examination.

3112042 (1) The schools of the lower secondary education level are divided into two parallel streams; division of practical subjects and division of theoretical subjects in accordance with individual school's statutes.

3112043 (1) The primary school examination provides the right to enter either stream of study in the lower secondary schools.

3113042 (1) In the vocational stream approximately half of the school time shall be devoted to practical education. (2) This includes various shop and handicrafts activities, cooking, home economics, handwriting, typing, physical education, etc. (3) The practical education shall be based on the needs and abilities of each student. (4) Besides this, the school time shall be devoted mainly for book learning with special emphasis on Icelandic, and Icelandic studies, arithmetic, mathematics and natural sciences.

3114042 (1) In the academic stream at least three-fourths of the school time

	shall be devoted to book learning, but the rest shall be devoted to practical education. (2) Main emphasis shall be placed on Icelandic, Icelandic studies, arithmetic, mathematics and foreign languages, but also other practical and educational subjects shall be taught, as determined by curriculum guides.	
3115042	(1) Lower secondary school teachers shall assist those students who wish to transfer from one stream to the other, if they consider them capable of such a transfer. (2) The transfer can be aided through special courses or by other means according to provisions in each school.	
3116041		(1) The Education Authorities issue a curriculum guide for all schools at the lower secondary education level. (2) The guide shall indicate which subjects are to be taught in each class, and areas specifically emphasized in the subject. (3) Consultation shall be sought from knowledgeable men, such as principals, teachers and school inspectors.
3117042	(1) Compulsory education may be completed in either the vocational stream or the academic stream.	
3117041		(1) Rules on content and load of compulsory education shall be determined by the Education Authorities.

3118046	(1) Each school is directed by the principal and faculty assembly.	(1) The Education Authorities issue directives to principals and teachers and set regulations concerning the faculty assembly.
3119044		(1) The principal and local school boards make recommendations to the Education Authorities in the hiring of teachers.
3120044		(1) The Education Authorities may appoint two school inspectors for the secondary education level.
3121040		(1) School inspectors supervise and inspect all schools at the lower secondary education level and report to the Commissioner of Education. (2) The school inspectors shall assist principals and teachers and guide them in their work. (3) The Education Authorities issue a directive to school inspectors.
3122044		(1) The Education Authorities shall consult school inspectors on all prospective principals at the lower secondary education level. (2) They make recommendations for the hiring of principals; and if there is a number of applicants, an additional recommendation shall be made, as well as a last recommendation.
3123044		(1) If no qualified applicant seeks a teacher's position, it is the duty of the local school board and the Education Authorities to hire a man

		with abilities. (2) In two years he may be appointed permanently.
3124044	(1) Teachers must teach at least 30 class-hours per week, but at the age of 55 the number of class-hours may be decreased to 25 and at the age of 60 decreased to 20 class-hours per week.	(1) The teaching load of principals shall be determined by the local school board on the agreement of the Education Authorities.
3124040	(1) A class-hour in this Act is a 45 minute class period.	
3125044	(1) When a teacher has held his post for a period of ten years, he may, if he wishes to increase his knowledge and skill, apply for a sabbatical year. (2) No teacher may receive such a sabbatical more than once.	(1) Applications for sabbatical shall be sent to the Commissioner of Education and should include a proposal concerning the sabbatical. (2) If the Education Authorities consider the proposal satisfactory, the teacher may receive the sabbatical on full pay.
3126040	(1) Schools of the lower secondary education level may be operated for as much as nine months per year.	(1) The local school board makes recommendations to the Education Authorities on the school time for their respective school, but the recommendation is not binding for the Education Authorities.
3126042	(1) The operation of the school shall be determined on the basis of covering the annual load as set forth in the curriculum guide.	
3127043	(1) Nation-wide examinations are administered simultaneously throughout the country. (2) The examinations are written or practical.	(1) The examination board is appointed by the Education Authorities. (2) Censors for the lower secondary school examination

	(3) A special examination board selects and makes the examinations, which are identical for the same certificates in all schools.	are appointed by the Education Authority.
3128040	(1) The schools at the lower secondary education level are community schools or boarding schools, according to local conditions.	(1) The Education Authorities determine whether there shall be community schools or boarding schools.
3129049	(1) A farm may be operated for the benefits of boarding schools. (2) If considered advisable, students shall receive some courses in farmwork at the school farm.	(1) An education council may, on the approval of the Education Authorities, decide that a farm shall be operated in connection with boarding schools at the lower secondary level.
3130040	(1) In each school district, there shall be sufficient school buildings to house all school-bound youths of the lower secondary education level in the school district.	
3131048		(1) The Education Council, in consultation with local school boards, makes a recommendation for the location of lower secondary schools in their respective education district.
3132040	(1) The schools of the lower secondary education level shall be housed separately, wherever possible. (2) In rural school districts, however, the intermediate school shall, generally, be operated in connection with the primary school. (3) In such cases,	

	a principal may have a joint appointment for both schools.	
3133040		(1) Private schools that fall into the category of the lower secondary education level, at the time this act becomes effective, may be operated and administered according to the act, if the board of directors so desire. (2) Then the school (including property rights and obligations) may be transferred without charge to the State and respective community.
3134040		(1) General lower secondary schools for girls are included in this act, if recommended by the education council on the approval of the Education Authorities. (2) The Education Authorities may issue a special statute on the appointment of a school board for these schools.
3135040		(1) The Education Authorities may approve schools operated by individuals or institutions at the lower secondary education level, if they are operated according to rules and regulations that the Education Authorities approve. (2) The operation of these schools is then supervised by school inspectors as are other schools at the lower secondary education level.
3136050	(1) There shall be six grammar schools, two in Reykjavík, one at	

	Akureyri, one at Laugarvatn, one at Ísafjörður and one for the eastern part of the country. (2) Additional grammar schools may be established in Reykjavík or in the vicinity. (3) The grammar schools outside of Reykjavík shall be boarding schools.	
3137052	(1) It is the purpose of grammar schools to strengthen the development of the students, offer them further education on the completion of the middle school examination and prepare them for university training.	
3138052	(1) The grammar school offers a four year program. (2) The program of study for the last three years includes two streams; program of languages and program of mathematics. (3) Other streams may be included.	(1) The Education Authorities may establish other programs at the schools, if recommended by respective school authorities. (2) The Education Authorities may, if considered feasible, offer middle school instruction at the grammar school on a comprehensive basis.
3139050	(1) Grammar schools are coeducational.	
3140053		(1) Admission of students is determined by the school board.
3141053	(1) Admission to the first year of study is based on the middle school examination from the academic stream with a minimum grade determined by a statute.	

3142053	(1) The "stúdentspróf" provides the right to be enrolled into the university with the limitations which may be found in the schools´ laws and statutes. (2) Only grammar schools may graduate students with the "stúdentspróf". (3) This does not alter the right that individual schools have already received.	
3143053	(1) At final examination, the teachers act as censors, one for the other. (2) At the "stúdentspróf" and other grand-final examinations, the results are evaluated by respective instructors and censors.	(1) Censors for the grammar schools are appointed by school authorities on the recommendation of the University Council and the administrators of the schools.
3144054	(1) Principals and full-time teachers are public servants and receive salaries according to the act on salaries for state employees.	(1) Principals and full-time teachers in grammar schools shall be appointed by the President of Iceland.
3145054	(1) A teacher must teach 24-27 class hours per week, but at the age of 55 this may be decreased to 22 hours and at the age of 60, to 17 hours. (2) A class-hour in this act means always a 45 minute class period.	(1) The Education Authorities determine the teaching load for principals.
3146054	(1) When a teacher has held a teaching post for ten years, he may ask for a sabbatical year, if he so desires, for the purpose of increasing his professional knowledge and skill.	(1) Application for a sabbatical must be made to the Commissioner of Education, including a proposal for the planned sabbatical year. (2) If the Education Authorities consider the proposal satisfactory, the teacher may be granted the sabbatical year with full pay.

3147050		(1) The Education Authorities direct the administration of the schools.
3147056	(1) The school committee is made up of the principal and full time teachers, according to statute.	
3148082	(1) The University of Iceland shall be a scientific school providing education, leading to various positions and professions in the society and for the purpose of independent scientific venture.	
3149086	(1) Administrative authority is given to the university president (rektor) and the University Council. (2) The "rektor" supervises the daily activities of the university and is the top-ranking official representing the school in external affairs. (3) The University Council makes final decisions concerning the university and associated institutions, according to law and statutes.	
3149080		(1) Administratively, the university comes under the jurisdiction of the Ministry of Education.
3150084	(1) Eligible for the post of "rektor" are only those who have the rank of "professor." (2) The "rektor" may be re-elected, but is not obliged to accept re-election.	(1) The "rektor" is elected by university professors for a three-year term.

3151086	(1) The University Council consists of the "rektor" and the heads of the university departments.	
3151085	(1) Whenever the University Council deals with matters concerning students in general, the student body is eligible to have one representative to be selected by the Student Council. (2) This representative shall be notified of the meeting by the "rektor." (3) The student representative has the right to speak, but not to vote.	
3152086	(1) If a University Council meeting is called for by the instructors, who are not members of the Council, then they have the right to send one representative to the meeting. (2) The representative has the right to speak, but not to vote.	
3153084	(1) All instructors at the university have the right to attend general faculty meetings where they are eligible to vote.	
3153086	(1) Decisions made by general faculty meetings are not binding for the University Council.	
3154084		(1) The Minister of Education appoints a registrar for the university on the recommendation of the University Council. (2) Other office staff is hired by the University Council.

3155082	(1) The university has the five following departments: Department of Theology, Department of Medicine, Department of Law and Commerce, Department of Philosophy, and Department of Engineering.	
3156084	(1) Instructors are; "prófessor," "dósent," and "lektor," associate instructors, assistant instructors and visiting professors.	(1) The "dósent" is appointed for an undetermined period of time, the "lektor" is appointed for a period of two years at least, based on monthly or annual salaries. (3) Assistant or associate teachers are hired for a shorter period of time. They receive a salary on the basis of the hours.
3157084		(1) Professors are appointed by the President of Iceland. (2) The "dósent" is appointed by the Minister of Education on the recommendation of the department involved. (3) The "lektor", assistant instructors, and associate instructors are hired by the University Council on the recommendation of the department involved and in accordance with available funds.
3158084		(1) Under special circumstances, the Minister of Education may on the approval of the department involved, invite a scholar to accept a post at the university, which then will not be open for other applicants. (2) The Minister of Education may, on the recommendation of the department

concerned announce a teaching vacancy early enough so that the prospective teacher may receive his appointment a year ahead.

3159086 (1) Each department selects a department head from among the department's professors. (2) The department head is a member of the University Council.

3160086 (1) Department heads call meetings for professors and directors of institutes associated with the department on matters concerning the department. (2) The department may decide to invite the "dósent" and "lektor" to attend departmental meetings, and they have the right to vote. (3) The "rektor" may attend meetings in all departments, but he has only the right to vote in the department where he is a member.

3160085 (1) When the department discusses student affairs, the department head shall invite one or more student representatives to attend the meeting. (2) The representatives have the right to speak but not the right to vote.

3161082 (1) Each department makes an instructional plan which includes curriculum, instruction, and examinations.

3162080	(1) The school year is divided into two semesters, fall semester from September 15 to January 31 and spring semester from February 1 to June 15.	
3163084	(1) The "rektor" has the right to be excused from instruction as much as fifty per cent from the load he carried at the time he became a "rektor".	(1) The University Council, on the recommendation of the department, decides on the teachers' load. (2) If the instructor is dissatisfied with his teaching load he may refer the matter to the Minister of Education who has the final word.
3164084	(1) The teacher who is on leave selects a substitute, one or more to carry on his work while absent.	(1) The "rektor" may excuse a teacher from instruction for as much as three weeks. (2) The Minister of Education may excuse a teacher from work for a time at the approval of the University Council. (3) The substitute has to be approved by the University Council and the Minister of Education. (5) The salary for the substitute is determined by the Minister of Education. (5) He also determines whether or not the teacher on leave should pay in full or a part of the salary received by the substitute.
3165082	(1) Lectures, classes and courses are for registered students. (2) The instructor may permit other students to attend, if it is not in conflict with regulations issued by the University Council.	

3166083	(1) Whoever graduates with the "stúdentspróf" from an Icelandic school has the right to be registered as a "university citizen." (2) The University Council may admit students who have completed examinations overseas, comparable to that of the "stúdentspróf." (3) Each department may set special admission requirements.	
3167082	(1) Special rules may be set on the supervision and guidance of students' academic work.	
3168085	(1) All registered students are required to show proper behavior both on campus as well as off campus. (2) A student who has been expelled should have a chance to defend himself. (3) A student who has been expelled from the university may appeal to the Supreme Court of Iceland.	(1) The University Council may expel a student for a period of time, or completely if he has broken laws and regulations of the university, or is found guilty of behavior which is improper for a university citizen. (2) Before a student is expelled, his department should be consulted. (3) Consultation should also be sought from the organizations of students within the department. (4) If a student is expelled from the university, the Minister of Education should be notified.
3169085	(1) When the student has completed his degree, the university has no further responsibility for the student. (2) If a student informs the administration that he has discontinued his studies, then his name	

	is to be erased from the list of students. (3) If the student is away, his name shall be kept on the list for as long as four semesters, if he notifies the administration.	
3170083		(1) Censors are appointed by the Minister of Education. (2) Censors shall be appointed for a period of three years.
3171083		(1) The University Council decides, on the approval of the department, if a diploma, completed overseas, is accepted in full or partly.
3172083	(1) Departments have the right to grant the doctorate. (2) This can be either on the approval of a dissertation or an honorary degree.	
3173084	(1) Whoever holds a doctorate from the university has the right to lecture there in his field of scholarship. (2) If he intends to give a lecture, he should inform the University Council of his plan.	(1) If the doctor abuses his right at the university, the university council may discontinue his lecture privileges.
3174086	(1) The University Council directs institutions related to the university, such as the university library, and business establishments such as the University Lottery and the University Cinema Theater, the funds and other property.	
3175092	(1) The professor in pedagogy shall organize courses for students in	

education. (2) He shall deliver lectures for in-service teachers and provide special courses for them. (3) He shall engage in educational research, and provide administration and guidance throughout the country in accordance with statutes. (4) The professor in propedeutic logic and psychology is also involved with the instructional program in education.

3176092 (1) At the Department of Philosophy at the University of Iceland, there shall be founded an instructional institute of education, as soon as facilities are available for student teaching and experimental teaching. (2) The purpose of this institute is to provide adequate instruction in education, psychology, and instructional techniques to teachers of primary schools, secondary schools, grammar schools and vocational schools. (3) Besides this, it is the duty of instructors in education to engage in research and provide help and guidance in education throughout the country, as much as they can besides their regular teaching duties.

3177092 (1) Students who are preparing themselves for secondary school teaching should receive student teaching in secondary schools. (2) Those who intend to teach in grammar schools or vocational schools should also

receive their practical training in the respective schools.
(3) Besides the student teaching, the rest of the instruction should be provided in a demonstration school. (4) University teachers, who are in charge of this program, as well as their students, have a free access to such schools for their experiments and work.

3178093 (1) Those who have the right to study educational sciences at this institution and take examinations must have graduated from the teachers' school or received the "stúdentspróf."

3179090 (1) The Physical Education Teacher Training School is at Laugarvatn. (2) This is a one year school, of not less than nine months per year.

3179092 (1) The Physical Education Teacher Training School may offer special courses in various sports.

3180090 (1) The schools dealt with in the Act Concerning Education of Teachers of 1947, come under the direction of the Education Authorities.

3180097 (1) All expenses for the schools, dealt with in the Act Concerning the Education of Teachers of 1947, are paid by the State Treasury.

3181092	(1) The Teacher Training School includes the following divisions: General Teacher Training, Teacher Training for the holders of the "stúdentspróf," a University Preparatory Division, a Further Education Division, Preparatory Courses for Special Study, and Division of Handicrafts. (2) The General Teacher Training Division offers a four-year program toward a diploma in primary and lower secondary school teaching. (3) In the Division for the holders of the "stúdentspróf" education is completed with a general teacher's certificate. (4) The final examination for the University Preparatory Division is the "stúdentspróf." (5) The Further Education Division provides further education with some choice of electives. (6) Preparatory Courses for Special Study is a two-year program. (7) The Teacher Training School offers special courses for in-service teachers and other youth leaders when considered desirable and funds are available.
3181090	(1) The annual school time shall not be less than eight months.
3182092	(1) Students who are primarily interested in becoming pre-primary school teachers shall receive training in that specialty.
3183093	(1) The school may decide that all students have to complete aptitude tests and other tests.

3184093		(1) At teacher´s examinations, final examinations, and the "stúdentspróf" censors shall be appointed by the Ministry of Education.
3185090		(1) The school comes under the administration of the Ministry of Education.
3185096	(1) The School Board includes the principal, regular teachers and the principal of the demonstration school. (2) The School Board members make decisions on special matters concerning admission, examinations, expelling of students from the school, and other matters which may be placed before the board.	
3185094	(1) The principal and the teachers are public servants and receive salaries according to law.	(1) They are appointed by the president of Iceland.
3186094	(1) Teachers shall teach 24-27 class hours per week. (2) The load shall be decreased to 22 when the teacher reaches the age of 55, and to 17 hours per week at the age of 60. (3) Regular teachers become head teachers when they have taught at the school for 16 years.	(1) The Ministry of Education determines the teaching load for the principal.
3186090	(1) Each class hour lasts 45 minutes. (2) Generally, there should be a ten minute break between classes.	

3187092	(1) In conjunction with the Teacher Training School, a demonstration school is operated. (2) Students at the school shall receive student teaching for all age groups included in the school. (3) Students shall also have the opportunity to observe instruction of exceptional children. (4) Student teaching should be approximately 3 hours per day over a period of 3 weeks.	
3187090	(1) The demonstration school serves one local school district in the City of Reykjavík.	
3188092	(1) The demonstration school shall be in charge of educational research, as much as possible. (2) The principal of the Teacher Training School and the principal teachers in education and psychology shall, together with the principal of the demonstration school, supervise this research. (3) They may also invite specialists who are engaged in similar research.	
3189090		(1) The demonstration school comes under the administration of the Ministry of Education.
3189094		(1) The Minister of Education appoints teachers on the recommendation of the

		School Board and Commissioner of Education.
3190096	(1) The School Board for the demonstration school includes the principal, regular teachers and the principal of the Teacher Training School. (2) The cooperation between the schools and the duties of each principal shall be determined by a statute.	
3191094	(1) When a teacher (or principal) has held his post for ten years, he may apply for a sabbatical year for the purpose of increasing his professional knowledge and skill. (2) No one may receive such a sabbatical more often than once.	(1) The application for a sabbatical is to be sent to the Commissioner of Education including a plan for the sabbatical year. (2) If the Ministry of Education and the Commissioner of Education consider the plan satisfactory, then the Ministry may grant the teacher (or principal) the sabbatical with full pay.
3192097		(1) All expenses with the operation of the Teacher Training School are to be paid by the State Treasury.
3192090		(1) The Ministry sets statutes concerning the administration of the Act Concerning the Teacher Training School of 1963.
3193092	(1) The Home Economics Teacher Training School of Iceland is a three-year school toward a home economics teacher diploma.	

3194090		(1)The Home Economics Teacher Training School comes under the administration of the Ministry of Education. (2) A School Board of five includes two members appointed by the Organization of Home Economics Teachers, two members appointed by the Union of Icelandic Women Organizations, and the chairman is appointed by the Ministry of Education.
3194096	(1) The principal calls a faculty meeting as often as necessary, or whenever the majority of teachers so desire. (2) Faculty meetings shall make recommendations in all major issues concerning the school.	
3194094	(1) Principal and regular teachers are public servants and receive their salaries in accordance with the state budget.	(1) The Minister of Education appoints a principal on the recommendation of the School Board. (2) The Ministry also appoints teachers on the recommendation of school board and principal. (3) The Ministry appoints a head teacher, if considered necessary and according to statutes.
3195070		(1) The Ministry of Education is in charge of all physical education for the state. (2) To assist with the administration of physical education, there is a superintendent of physical education at the Office of Education and Physical Education Board.

3196070		(1) The Physical Education Board shall consist of three members, and three alternate members. (2) The board members are appointed by the Minister of Education. (3) One of the members shall be appointed on the recommendation of the National Organization of Physical Education, and other on the recommendation of the Icelandic Youth Organization. (4) The board is appointed for a period of three years at a time. (5) All board members shall live in the City of Reykjavík or vicinity. (6) The Superintendent of Physical Education attends meetings at the Physical Education Board, but he shall not take part in the voting, unless he is a regular member.
3197002	(1) All children in the country shall learn to swim, unless they are handicapped which is determined by the school physician.	
3198002	(1) Physical hygiene shall be taught in all primary and public schools. (2) Special emphasis shall be placed on health care, use of physical education and the harm of alcoholic beverages and tobacco.	
3199070	(1) A technical school may be established in Reykjavík, called "Tækniskóli Íslands."	
3200070		(1) The technical school comes under the Ministry of Education.

3200074		(1) Principals and teachers for the technical school are appointed by the Minister of Education.
3201076	(1) The principal supervises instruction and other activities of the school. (2) He is in charge of the day-to-day activities of the school, directs its business accounts, building of new structures and is responsible for the care of all schools' properties.	
3202072	(1) Preparatory courses for the technical school may be offered in Reykjavík and Akureyri.	
3203070		(1) When the Act Concerning the Technical School has been passed, the Minister of Education shall appoint a committee to draft a statute for the school. (2) Those appointed should be knowledgeable in technology, engineering, trade education, and education.
3204070	(1) A School for Cooks and Stewarts shall be founded in Reykjavík and shall be called "Matsveina- og veitingaþjónaskólinn." (2) The school shall be located in the building housing the School for Seamen.	
3205070		(1) The School for Cooks and Stewarts comes under the administration of the Ministry of Communication

		(2) A school board of five is appointed by the Minister for a period of four years at a time. (3) The school board supervises the administration of the school.
3206070	(1) The state operates a boarding school for the instruction in nursing education.	
3206077	(1) The instruction in nursing shall be provided free of charge.	
3207070	(1) The school for nurses shall be called "Hjúkrunarskóli Íslands."	(1) The school for nurses shall be administered under the direction of the Minister of Education.
3208070		(1) A school board of five supervises the administration of the school. (2) Members of the board are: the State Physician (landlæknir) who shall be the chairman of the board, the director of the National Hospital and three others appointed by the Minister; one on the recommendation of the Nurses Association, one on the recommendation of the Medical Association and the third without special appointment, but a specialist in education. (3) The principal is entitled to participate in school board meetings and make recommendations.
3209070	(1) Three schools of agriculture shall be operated in Iceland to provide theoretical and practical education for farmers and others	

	who would like to make farming their life profession. (2) The schools shall be located at Hólar í Hjaltadal, Hvanneyri í Borgarfirði and the third in the South of Iceland.	
3210072		(1) The Minister may, on the recommendation of principals, decide on certain cooperation between the schools of agriculture with regard to particular programs.
3211072	(1) At the agricultural school at Hvanneyri, an advanced class in agriculture shall be operated.	(1) The arrangement and administration of the advanced classes of agriculture shall be set in statutes.
3212070	(1) Schools of home economics may offer a one year program or a two year program.	(1) The school board for each school decides in consultation with the principal and Educational Authorities if the school is to be operated in a one-year program or in a two-year program, and the specific length of the school year.
3213070		(1) Each home economics school is supervised by a school board.
3214070		(1) The school board supervises every home economics school under the Education Authorities.
3215070		(1) The Education Authorities supervise the administration of home economics education.
3215074		(1) A permission is granted to appoint one school inspector for the schools.
3216076	(1) Principal and faculty meetings supervise each home economics school respectively.	(1) The Education Authorities issue directives to principals concerning the duties of faculty meetings.

3217070	(1) A horticultural school shall be founded at Reykir í Ölfusi.	
3218070	(1) The horticultural school shall be operated as an independent institution, but the State has the responsibilities for the operation of the school.	
3218077	(1) The horticultural school pays operation expenses to the degree the budget permits.	
3219074	(1) Salaries of faculty and staff for the horticultural school shall be comparable to that of the agricultural schools.	(1) A director shall be appointed to the horticultural school, and assistants shall be appointed as necessary for instructional purposes and other work for the school.
3220076	(1) The director supervises the school and all activities and instruction. (2) He is in charge of all business accounting for the school.	
3221070		(1) The school comes under the direction of the Ministry of Agriculture. (2) The Ministry of Agriculture appoints three members to a school board.
3221077		(1) The salaries of the school board for the horticultural school are decided by the Minister, but paid by the school.
3222070		(1) The Minister of Education appoints a director of the

		National Theater. (2) The Minister appoints a five member Theater Council; four on the recommendation of four largest political parties represented at the "Alþing," and one on the recommendation of the National Organization of Icelandic Dramatic Performers. (3) The Minister appoints one member, chairman of the board.
3223070	(1) At the National Theater, there shall be operated a School of Dramatic Arts.	
3223074		(1) Teachers and staff for the School of Dramatic Arts are hired by the Director of the Theatre.
3224070		(1) The Minister of Education sets statutes for the execution of the Act Concerning the National Theatre.
3225070	(1) The State operates a school for mid-wives in conjunction with the National Hospital in Reykjavík.	
3226070	(1) The School for Mid-wives shall be called "Ljósæðraskóli Íslands."	(1) The School for Mid-wives comes under the Minister who directs health. (2) The Board for State Hospitals acts as a school board for the schools.
3227070	(1) The program of study for the School for Mid-wives is two years.	

3227074	(1) The director of the maternity ward at the National Hospital acts as principal and the head mid-wife acts as instructor, besides the principal.	
3228070		(1) The Icelandic School of Arts and Crafts comes under the Ministry of Education.
3228076	(1) The school board includes the principal and regular teachers.	(1) The rules of the board shall be set by a directive.
3228074	(1) The principal and teachers of the Icelandic School of Arts and Crafts are public servants.	(1) The principal and teachers of the Icelandic School of Arts and Crafts shall be appointed by the Minister of Education on the recommendation of the Education Council.
3229070		(1) In order to strengthen the ties between the school and the economic and cultural life of the nation, there shall be appointed a special School Council. (2) The School Council shall assist the school administration on various school matters according to statutes. (3) The School Council has five members appointed for a period of three years at a time. (4) The City Council of Reykjavík, the National Trade Union, the Union of Icelandic Women Organizations, and the Union of Icelandic Artists appoint one member each, and the

		representative of the artists shall be a painter. (5) The Minister of Education appoints a fifth member to be the chairman.
3229077		(1) The School Council for the School of Arts and Crafts does not receive pay.
3230072	(1) The Navigation School in Reykjavík is operated in three divisions: one and two year programs for fisherman's certificate, a three year program for captain's certificate for freight and passenger ships. (2) There is a special division for captains for the Coast Guard.	
3231070		(1) The Navigation School in Reykjavík comes under the Ministry of Communication.
3232073		(1) The Ministry of Communication appoints censors on the recommendation of the principal of the Navigation School in Reykjavík.
3233073	(1) The purpose of the Navigation School in Vestmannaeyjar is to offer training toward the fisherman's certificate.	
3234072	(1) The Navigation School in Vestmannaeyjar offers a one and a two-year program toward the certificate.	

3235074	(1) The principal and regular teachers are public servants and receive salaries according to salary agreement with the Vestmannaeyjar Town Council.	
3236070		(1) The supervision of the school is directed by a school board of five members. (2) Four members are elected by the Vestmannaeyjar Town Council. (3) The fifth is appointed by the Minister.
3237077		(1) Foundation cost and operational cost is paid by the Vestmannaeyjar Town Treasury.
3238072	(1) Engine mechanics education shall be provided in four stages; providing the basis for different professional rights. (2) Stage 1 - a course sponsored by the Icelandic School of Engine Mechanics, five months course; stage 2 - class one, 8-1/2 months; stage 3 - class two, 8-1/2 months; stage 4 - class three, 7 months.	
3239070	(1) The Icelandic School of Engine Mechanics is operated in Reykjavík.	
3239072	(1) The purpose of the school of Engine Mechanics is to provide education toward the second,third, and fourth stages in engine mechanics. (2) The school is operated in three classes. (3) The school is also permitted to provide instruction toward the	

	second stage outside the City of Reykjavík.	
3240070		(1) The "Vélskóli Íslands" comes under the Ministry of Education. (2) A school board of five members is appointed by the Minister for a period of four years at a time. (3) One is appointed without recommendation. He is the chairman. (4) The other four are appointed on the recommendation of the Organization of Icelandic Engine Mechanics, The Organization of Icelandic Electric-Engine Mechanics, the Icelandic Fishermen's Organization, and the Union of Icelandic Business Administrators.
3240074	(1) The principal and regular teachers are public servants and receive salaries according to salary agreement for public servants.	(1) The principal and regular teachers are appointed by the Ministry, and part-time teachers according to need and in consultation with the principal.
3241070	(1) Trade Education Schools included in the Act Concerning Trade Education of 1966 are practical Trade Schools, Special Trade Schools and a School for Master Craftsmen.	
3242070		(1) The Minister of Education and the Ministry of Education supervise, directly, trade and trade education.
3243070		(1) The Trade Education Council supervises matters related to trade

education and trade schools that come under the Minister. (2) The Trade Education Council is in charge of school inspection, sees to it that laws and regulations on trade education are carried out, and compiles necessary statistics concerning the schools and practical training. (3) The Ministry of Education may refer matters directly to the Trade Education Council when the Ministry does not consider its involvement necessary.

(1) The Minister appoints a Trade Education Council for a period of four years at a time. (2) There are nine members of the Council all from the City of Reykjavík or vicinity. (3) Two of them shall be masters in trade recommended by the National Trade Union, two shall be apprentices and one shall be a representative of factory workers, recommended by the Icelandic Labor Union, one recommended by the Union of Icelandic Apprentices, one recommended by the Organization of Icelandic Factory Owners and one recommended by the Union of Icelandic Trade Schools. (4) The Minister appoints the chairman without recommendation. (5) The Trade Education Council deals with matters included in the Act Concerning Trade Education of 1966 and statutes set by the Minister.

3245074	(1) The Trade Education Council appoints a Superintendent of Trade Education wherever it is needed, and determined his region.
3245070	(1) The Superintendent of Trade Education approves apprenticeship agreements and supervises trade education in their region on behalf of the Trade Education Council, according to law. (2) Further instructions are given to the superintendent in a directive by the Trade Council.
3246073	(1) The Trade Education Council appoints examination boards for each trade, wherever needed.
3247070	(1) The Trade Education Council shall sponsor guidance service for professions included in this Act. (2) The Trade Education Council shall keep up with economic developments within individual trades. (3) Information shall be sought annually from the respective professional organizations.
3248070	(1) The Trade Education Council appoints a three member (trade) education board for each trade. (2) The purpose of the trade education board is to assist the government and local authorities and make recommendations concerning education and instructional

		practices. (3) The government shall seek advice and consultation from the trade education boards. (4) The Trade Education Council supervises the activities of trade education boards and issues further directives for their duties.
3249070	(1) Trade schools shall be located in every county in the country, as it is now, and also shall maintain trade schools with a student population of at least 60.	
3250070	(1) In practical training, the number of students in one class shall be at least 15.	(1) Practical trade schools shall be founded and operated by trade schools in accordance with decisions of the Minister and when funds are available for such schools.
3250071		(1) The Minister decides which subjects shall be taught in practical trade schools.
3250072	(1) The course of study for practical trade schools shall be as much as one year and emphasis shall be placed on preparation for trade education, other technical education, and trade work. (2) In academic subjects the load shall be comparable to that of first and second year of trade schools. (3) Practical training is offered in workshops within the school. (4) If the enrollment is sufficient, instruction may be based on individual trade, but if not, related trades shall be grouped together.	(1) The Minister shall encourage practical trade schools to provide departmentalized instruction and cooperate in that respect.

3250073	(1) Admission requirements for practical trade schools shall be the same as for trade schools.	
3251070		(1) Trade Education Schools are supervised by a five member school board. (2) The board is appointed by the Minister for a period of four years at a time. (3) Four shall be appointed according to rules set by the Minister on the recommendation of town or county councils which participate in a trade education region. (4) The fifth member is appointed without recommendation. He shall be the chairman of the board. (5) Assistant members are appointed in the same manner. (6) In Reykjavík the City Council appoints four members of the board.
3252071		(1) The Trade Education Council shall issue study guides for each trade on the recommendation of the respective trade education board.
3253072		(1) Superintendents of trade education supervise all instruction, visit factories and shops where students are working, inspect work records at least once a year, and sign proper inspection forms.
3254070	(1) A School for Master Craftsmen shall be operated by the Reykjavík Trade School.	(1) A School for Master Craftsmen may be operated by other trade schools, if the Minister so suggests.

3254072	(1) The instruction in the School for Master Craftsmen may be specialized in one trade or similar trades.	
3254073	(1) Admission requirement is the journeyman's card. (2) Minimum grades may be required from the trade school and for the practical examination.	
3255073	(1) The School for Master Craftsmen is for those who intend to complete the master's diploma in trade or be qualified for directorship posts in trade.	
3255070	(1) It is a one-year school, 44 hours per week for 7-8 months per year. (2) The school may be operated in three stages with comparable lengths of instruction.	
3256077	(1) Tuition for trade schools and schools for Master Craftsmen is determined by the Minister.	
4001067		(1) If a folk high school is to obtain State support, the school's site, name, curriculum and buildings must be approved by the Ministry on the recommendation of the county and the school director. (2) The Ministry may make exceptions from these conditions in special cases. (3) It also lays down regulations concerning other conditions for State support for folk high schools.

4002060	(1) The Ministry of Church and Education is the supervisory authority for the folk high schools. (2) The county school board supervises these schools.
4002064	(1) The King nominates a superintendent for the folk high schools.
4003060	(1) The county school board is the board of governors for schools run by the county. (2) Other schools are to have a board of four members, three of whom are selected for four-year periods. (3) The owner of the school selects two members, and the Ministry one member, with personal deputies. (4) The school principal is also a member of the board, with the right to vote on all matters not affecting himself or his position.
4004064	(1) The board appoints and terminates the employment of principals. (2) The board appoints and terminates the employment of teachers and matrons on the recommendation of the principal. (3) Appointments and terminations of employment must be approved by the Ministry. (4) The principal appoints substitute and temporary teachers for periods of up to three months. (5) The school board, with the customary approval of the Ministry, appoints substitute and temporary teachers for longer periods of time.

3254072	(1) The instruction in the School for Master Craftsmen may be specialized in one trade or similar trades.	
3254073	(1) Admission requirement is the journeyman's card. (2) Minimum grades may be required from the trade school and for the practical examination.	
3255073	(1) The School for Master Craftsmen is for those who intend to complete the master's diploma in trade or be qualified for directorship posts in trade.	
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3256077	(1) Tuition for trade schools and schools for Master Craftsmen is determined by the Minister.	
4001067		(1) If a folk high school is to obtain State support, the school's site, name, curriculum and buildings must be approved by the Ministry on the recommendation of the county and the school director. (2) The Ministry may make exceptions from these conditions in special cases. (3) It also lays down regulations concerning other conditions for State support for folk high schools.

4005060	(1) The principal is responsible for the school in accordance with the law and current regulations.	
4006060	(1) Teachers in full-time posts, the matron, and part-time teachers belong to the teachers' council. (2) The principal is the chairman of the council. (3) The principal summons meetings when he considers it to be advisable or when one-third of the teachers demand it.	
4007067		(1) The Ministry may permit part of the expense borne by the county to be obtained in some other way.
4008061		(1) Textbooks for the folk high schools must be approved by the Ministry.
4009060		(1) The Ministry lays down detailed provisions concerning the organization of schools and courses. (2) The Ministry lays down detailed provisions concerning the role and duties of boards, principals, teachers, matrons, school doctors, supervisors and others. (3) The Ministry lays down detailed provisions concerning the matters to be discussed by the teachers' council and the student council.
4009068		(1) The Ministry lays down detailed provisions concerning buildings and equipment.

4009067		(1) The Ministry lays down detailed provisions for the distribution of scholarships. (2) The Ministry lays down detailed provisions for the calculations of State support to schools.
4010090		(1) The State is to maintain as many teachers in training colleges as are needed for the training of elementary school teachers.
4011093	(1) Teacher training colleges are to hold admission examinations for the 4-year course. (2) Students may also be admitted to a 2-year course.	(1) The admissions examination in the teacher training colleges shall be supervised by the State Council for Teacher Training. (2) The time of the examination shall be set by the Ministry. (3) The principal submits a list to the State Council for Teacher Training, containing information on the applicants. (4) The College Council decides who may take the examination for the 4-year course. (5) The College Council makes recommendations to the State Council for Teacher Training concerning those who are to be admitted to the 2-year course. (6) The College Council makes the final decision concerning the applicants on the approval of the Ministry. (7) The Ministry may authorize the Council to make the final decision on which of the students will be admitted to the first class. (8) Further provisions concerning admissions examinations are laid down in regulations promulgated by the King.

4012093	(1) Men and women may be admitted to the 4-year course on satisfactory performance on the examination. (2) The requirements are laid down in regulations. (3) To be admitted to the 2-year program the student must have completed the "examen artium," the leaving examination of the economic gymnasium or the examination of the State College of Agriculture. (4) Students who have taken examinations abroad or have other education equivalent of the "examen artium" may be admitted to the 2-year program. (5) Only pupils who have taken the "examen artium" in the English stream are admitted to the English curriculum.	(1) The Ministry may admit persons who have taken examinations abroad or have other education equivalent to the "examen artium." (2) The State Council for Teacher Training may grant exceptions from the requirements for admission to the English curriculum when the student has sufficient knowledge of English.
4013093	(1) Temporary pupils may be admitted to the Teacher Training College in all or certain subjects.	(1) The State Council may with the approval of the Ministry allow temporary pupils to pursue instruction at the Teacher Training College in all or certain subjects.
4014093	(1) The State Council for Teacher Training may introduce instruction in English for those who have taken the Teachers examination and who show at an admissions examination that they have sufficient knowledge in English required by the "examen artium" for the English stream. (2) The instruction may take place at the State College for Teachers.	(1) The State Council for Teacher Training may introduce instruction in English when the Parliament has allocated funds for this purpose. (2) Further provisions concerning the instruction and the admissions examinations are laid down in regulations issued by the King.

4015093	(1) At the end of the first school year an advancement test is to be held. (2) The students are evaluated on the basis of this test and by other knowledge the college has gained concerning the students. (3) The evaluation is made by the College Council. (4) Normal students have the right to spend two years in each class.	
4015095	(1) Should the student behave improperly in or outside the college he may be expelled and his right terminated to attend other training colleges or take the teachers' examination.	(1) The Ministry may expel a student from the college after considering the report of the College Council. (2) The Ministry may terminate the students' right to attend other colleges. (3) If a student is expelled from the College, the State Council for Teacher Training should be informed.
4016092	(1) Students are given instruction in student teaching in the demonstration school, which may be an ordinary elementary school or an elementary school run by the State with subsidies from the municipality concerned.	
4016096	(1) If student teaching takes place in an ordinary elementary school, the Teacher Training College shall, by arrangement with the municipality, have the final decision as to how the school and the instruction shall be organized. (2) If the school is a State school, it	

	is completely under the authority of the Teacher Training College.	
4017092		(1) Under the control of the Parliament, the Ministry is to issue detailed regulations concerning the organization and activities of teacher training colleges and in particular: the teaching plan, order and discipline and admissions policies. (2) The Ministry can make amendments to laws concerning the aim of instruction, either on its own initiative or as the result of an application from a teacher training college.
4018094	(1) The director of a teacher training college is called a "rektor." (2) The other permanent teachers are called "lektor(s)" and instructors. (3) The "rektor" and the "lektor(s)" must, as a rule, be university graduates or have similar education. (4) Exceptions may be made from the graduation examination requirements. (5) A teacher who has temporarily been removed from his position is to receive his salary until his case is decided.	(1) The King nominates the "rektor(s)" and "lektor(s)." (2) Instructors are nominated by the Ministry either for three months or for a limited period. (3) Permanent teachers at a teacher training college are bound, when the Ministry so requires, to transfer to a similar position at another teacher training college at an unchanged rate of pay, should it be decided to close down or reorganize the college at which they are serving. (4) The Ministry appoints part-time teachers and teachers at the demonstration school, either on a three months' notice or for a limited period. (5) The "rektor" selects substitute teachers for periods up to one month. (6) The Ministry appoints substitute teachers for longer periods. (7) Should a teacher behave improperly the Ministry

		may remove him from the college immediately until the question of suspension or dismissal is decided.
4019096	(1) The "rektor" is to watch over the interests of the college at all times. (2) He has immediate authority over the teachers. (3) He is to administer the college in accordance with current regulations. (4) When the principal is absent or his position falls vacant, it is the duty of one of the permanent teachers to carry out the principal's work. (5) When a teacher is absent or a teaching position is vacant, it is the duty of each teacher at the college to carry out whatever work the "rektor" may assign him on his account.	(1) If a teacher is to take over the duties of the "rektor," his role and responsibilities shall be laid down by the Ministry. (2) If a teacher is assigned additional teaching duties, the Ministry decides whether remuneration is to be given in such cases.
4020094	(1) A teachers' term of appointment at a teacher training college includes the duty of taking additional lessons at the demonstration school in those subjects which he has taught or which he is teaching at the college.	(1) The Ministry decides on the teachers' hours of work on the basis of the principals' suggestions. (2) None of the teachers at the college may be a head of a school or teach at any other school without the permission of the Ministry.
4021096	(1) Full-time teachers and permanent part-time teachers at the college form the college council with the "rektor" as chairman. (2) The chairman may summon other	

	teachers to meetings of the college council when he finds this expedient, and they may then take part in discussions, but have no vote. (3) Should the number of votes be even, the chairman has the casting vote.	
4022096	(1) The "rektor" is to consult the college council before making recommendations on matters concerning the introduction of new textbooks and change in the teaching plan, the division of subjects among the teachers, the distribution of scholarships, estimates of expenses and income for each budget year. (2) Records of the minutes of the college council are to be sent to the Ministry through the Regional Superintendent.	
4023090		(1) The immediate supervision of a teachers training college is carried out by the regional superintendent for elementary schools in the district. (2) The Ministry of Church and Education is the supervisory authority for the teacher training colleges.
4024093	(1) The course of instruction is terminated by a final examination, the teacher's examination. (2) No final examinations in student teaching will be given to the regular students of a teacher training college.	(1) The Ministry decides on the extent and scope of annual examinations. (2) The teacher's examination is held under the direction and supervision of the State Council for Teacher Training. (3) The King determines

		in regulations to what extent examinations shall be held in subjects other than the written ones, and how the final examination is to be distributed over the school years. (4) The State Council for Teacher Training decides in which of these subjects there are to be tests.
4025093	(1) The examination in Lappish may be exchanged with examinations in "bokmål" or "nynorsk."	(1) The Ministry may provide teaching and examinations in Lappish for Lappish-speaking students. (2) The Ministry may exempt a Lappish-speaking student from the examination in "bokmål" or in "nynorsk."
4026093		(1) In special cases the State Council may give permission to private students to take the teacher's examination.
4027097		(1) In special cases the Ministry may exempt students from paying the fee, or reduce the amount.
4028093		(1) The King issues detailed provisions in the regulations concerning the teachers' examination.
4029093		(1) The State Council for Teacher Training is responsible for the supervision of the teacher training colleges, and shall organize the final examination for the teacher's diploma.

4030097		(1) The Treasury is to carry the expenses of the teacher training colleges and of the examinations mentioned in this law.
4031090		(1) The King may give the director of a private teacher training college the right to hold teachers examinations having the same standing as those held in a public teacher training college.
4032094	(1) Qualifications of teachers are determined by law for general schools and trade schools run by the State, county or municipal authorities. This includes primary schools, special schools, continuation school, folk high schools, secondary schools, grammar schools, secondary commercial schools and trade schools.	(1) The Crown may determine that the law shall extend to other types of schools if the school receives grants from the State, or if the school is accredited to hold internal examinations or if the school applies for it.
4033094		(1) On the recommendation of the state council for teacher training, the Ministry may determine the combination of subjects required for "adjunkt" or "lektor" status, the subject and special qualifications required for subject teacher status and for teachers in special schools, determine the pedagogical qualifications required for teaching in various schools, decide whether one set of qualifications is equivalent to another, determine the special qualifications required for teaching in schools

		for fine arts and crafts, determine the special qualifications required for subject teachers in the school workshops of trade schools for craft and industry, and make exceptions to the qualifications required by the law where special circumstances make it necessary or desirable.
4034094		(1) Those who are to teach in schools for fine arts and crafts must have such training as the Ministry may determine.
4035094	(1) The principal at a lower secondary school and folk high school must have the qualification of "adjunkt."	
4036094		(1) To assist the Ministry in questions relating to qualifications for teaching service in schools the King is to appoint a State Council for Teacher Training. (2) The Council shall make recommendations to the Ministry either as requested by the Ministry or if the Council finds it desirable. (3) The King shall determine by regulations detailed provisions as to functions, operations, appointment of special groups, employment of consultants, etc. (4) Regulations may authorize work groups and chairman to make recommendations in behalf of the Council.

4036090 (1) The State Council for Teacher Training includes a chairman, deputy chairman and 9 other members. (2) Their period of office is 4 years. (3) The Council shall arrange examinations, exercise supervision over teacher training colleges, special teacher training colleges and teacher training institutes. (4) The Council shall make recommendations to the Ministry.

4037120 (1) The appropriate governmental ministry is the supervisory authority for the correspondence schools.

4038120 (1) Persons wishing to establish a correspondence school must have the sanction of the supervisory authority. (2) The authority may in certain cases make exceptions to this rule. (3) The schools shall submit to the supervisory authority any information it may request. (4) The supervisory authority can give more detailed directions concerning the organization of the schools, the instruction and on the sanctioning of teachers.

4039120 (1) To assist the supervisory authority, the Crown shall appoint, every five years, a correspondence school council consisting of a chairman, a vice chairman, and three members. (2) The council can call for the opinion of experts on subjects not represented by the council members.

4039127 (1) The Parliament stipulates, in connection with the grant to the Correspondence School Council the part of the expenses to be covered by the schools.

4040120 (1) The supervisory authority shall issue directives for the correspondence school council and its activities.

4041120 (1) In the case where the management of an approved school fails to send in the report or information requested, the supervisory authority is empowered to withdraw the sanction, if the school has been warned that this can be the consequence of such negligence. (2) The same applies if the school does not conform to the requirements of the supervisory authority concerning organization and instruction, or the qualifications of teachers. (3) Under the same conditions the supervisory authority can call for the closing down of schools already in activity when this Act comes into force.

4042120 (1) Anyone wilfully or through negligence violating this Act or further regulations which may be issued by the supervisory authority and which are warranted in this law, shall be punishable by fine, unless

		the breach of the law calls for a more severe punishment.
4043130		(1) It shall be lawful for His Majesty to nominate a council on experiment in education consisting of, at most, nine members, with the function of serving His Majesty's Minister with advice, initiative and supervision connected with experiments in education. (2) It shall be lawful for His Majesty to make provisions as to the term of office, composition, and organization of the council on experiments in education.
4044132	(1) Recommendations by the council on experiments in education shall, according to circumstances, include pronouncements upon educational aims and professional qualifications attainable through the projects in question.	(1) Prior to submitting for approval experiments in education the council on experiment in education shall have presented to His Majesty's Ministers schemes of procedure or shall have recommended schemes prepared by individual schools or bodies.
4045137		(1) Proposals for grants and financial aid related to experiments in education shall be submitted to the Parliament concurrently with the annual budget estimates for the education services concerned. (2) The Minister shall make an annual report to the Parliament related to exercise, performance and powers of the council on experiment in education.

4046060		(1) The law relating to secondary schools and grammar schools applies only to schools administered by State, and schools administered by county councils and municipal authorities.
4047062	(1) The lower secondary school and the upper secondary school are schools of further general education. (2) The upper secondary school shall be in a position to provide the basis for studies at universities, colleges and for other forms of higher education.	
4048063	(1) The lower secondary school shall build upon the 7th class in the primary school and prepare for the "realeksam."	
4048060	(1) The lower secondary school shall last for 2 or 3 years.	
4049060	(1) The upper secondary school shall build upon the 9-year unified school; the 2nd class in the three-year lower secondary school or the "realeksam." (2) The upper secondary school shall offer a three-year program. (3) Alternative forms of the upper secondary school may be set up, such as correspondence course upper secondary school, evening upper secondary school,	(1) The program of the upper secondary school shall be prepared according to regulations laid down by the Minister. (2) Alternative forms of the upper secondary school may be set up with the consent of the Ministry.

	classes for employed persons, a three-year upper secondary school with a fourth year, and upper secondary school of shorter duration than three years for adult students. (4) A four-year upper secondary school may be set up building upon the seven-year primary school, supplemented by a general education course, "framhaldsskole," folk high school or other corresponding education. (5) A three-year economic upper secondary school may be set up in conjunction with the upper secondary school, and trade schools for commerce and office administration.	
4049063	(1) The upper secondary school shall prepare for the "examen artium" or economic upper secondary school examination.	
4050062		(1) Subject combinations and grouping in the various types of lower secondary school and upper secondary school shall be determined by the Ministry after notice has been given to the Parliament.
4050063	(1) For "examen artium" in Norwegian, a written paper shall be set. (2) The paper may be answered either in "bokmål" or "nynorsk." (3) Lappish (Samisk) may also be used.	(1) With the consent of the Ministry, either "bokmål" or "nynorsk" may be replaced by Lappish (Samisk).
4051063		(1) Further exemption from instruction and examination in individual

		subjects shall be laid down by the Ministry, including regulations as to the instruction and examination of visiting students.
4052061		(1) The Ministry shall make provisions regarding the scope and aims of instruction in the individual subjects. (2) Course plans, and subject and time allocation plans shall be determined by the Ministry in consultation with the Grammar School Council. (3) Textbooks must be recognized by the Ministry.
4053062	(1) Experiments may be conducted in secondary schools. (2) The experiments must be conducted with the proper safeguards and be of interest to the school.	(1) The Ministry may grant permission to teachers or schools to depart from current provisions regarding the grouping of subjects, choice of material, and the scope and aims of instruction in the various subjects. (2) Before the Ministry deals with an application to conduct an experiment, the teachers' council and the education committee of the school concerned and the grammar school council must give an opinion.
4053063	(1) When teachers or schools get permission to depart from basic provisions of subjects and instruction they have to see to it that the total requirements are not reduced nor the examinations made easier nor the qualifications decreased.	

4054063	(1) Instruction shall be concluded by public examinations which shall form the basis for the determination of classifications.	(1) Detailed provisions in regard to the "realeksam" and the "examen artium," and also in regard to supplementary papers and papers in individual subjects, and also in regard to the transfer of classifications and to regulations for the examination of external candidates, shall be issued by the Crown. (2) Conditions for the granting of the right to hold public examinations shall be determined by the Ministry. (3) It may be granted, on application, the schools administered by county and municipal authorities, and to private schools. (4) Such right may be limited as to time, (5) A school may be deprived of the right when it no longer fulfills the conditions. (6) Before a school is granted or deprived of the right, the Grammar School Council shall give its opinion.
4054062	(1) Students shall obtain a classification in a number of subjects to be determined by the teachers in the school concerned on the basis of their performance during their schooling.	(1) Classification of students in the instructional programs is based on detailed provisions issued by the Crown.
4055060		(1) The education committee shall determine holidays and occasional holidays after the teachers' council has given its opinion. (2) Provisions relating to holidays

		occasional holidays and daily hours of instruction shall be laid down by the Ministry.
4055066	(1) In addition to the holidays detemrined by the education committee the principal may allocate up to five days of the school year as discretionary holidays.	
4056063		(1) For the purpose of regulating admission to the upper secondary school the grammar school council may divide the county into recruitment areas. (2) If the governing body of one or more schools disagrees with the division, an appeal may be made to the Ministry.
4057063	(1) Admission of students to the lower secondary school and upper secondary school shall be determined on the basis of certificates from previous schools or a special admissions test. (2) On the basis of regulations set by the Ministry, the grammar school council shall issue general guidance as to admissions. (3) The admission of students to the first class at the beginning of the school year shall be determined by the principal. (4) The admission of students other than to the first class shall be decided by the teachers' council of the school concerned at the instigation of the principal.	(1) Detailed regulations for the admission of students shall be issued by the Ministry. (2) The Ministry shall issue regulations as to the promotion of students and as to the transfer of students from one class to another, from one school to another and from one type of school to another, and as to the release of students.

4058060	(1) For the purpose of ordinary classroom teaching, the number of students shall not exceed 30. (2) Classes in their final year in the upper secondary school shall not consist of more than 27 students. (3) Under special circumstances the teachers' council may depart from these regulations for a period not exceeding one school year at a time.	(1) With the consent of the Ministry, experiments may be made with other forms of student grouping.
4059065	(1) If a student shows disrespect for property or rules and regulations, a reprimand may be given or other appropriate forms of correction applied. (2) The parents or guardians of the student shall be informed when a student has committed a serious misdemeanor or showed bad behavior. (3) A student who has been expelled cannot be re-admitted to the same school or any other ordinary lower secondary school or upper secondary school until a period of six months has elapsed, and then only if in the meantime his conduct has been good. (4) The students have the right to state his case before any measures are taken against him. (5) Parents or guardians may appeal to the Ministry against resolution within one month of their being informed of the resolution.	(1) In cases of serious misdemeanor, a student may be excluded from instruction. The headmaster may order exclusion for a period of 2 days, the teachers' council a period up to one month. (2) The resolution shall be taken on a simple majority. Where the principal is in disagreement, a two-third majority shall be necessary. (3) If a student is guilty of a particularly serious misdemeanor of prolonged misconduct, damaging to the class, the teachers' council may resolve with a two-thirds majority to expel him from the school permanently. (4) The Ministry shall issue detailed regulations regarding the maintenance of good order and discipline in schools, including the forms of correction which may be used.

4060064	(1) The education committee and the upper secondary school council shall make recommendations for appointments of principals. (2) Requirements as to training and experience for principals shall be laid down by law.	(1) The principals of upper secondary schools and schools comprising both lower secondary school and upper secondary school shall be appointed by the Crown. (2) The principals of lower secondary school shall be appointed to temporary or permanent posts by the Ministry.
4061064	(1) Training requirements for teachers shall be laid down by law.	(1) The Ministry shall appoint head teachers and other teachers. (2) The principal makes recommendations as to appointments, and the education committee gives its opinion as to the recommendation. (3) The principal appoints substitute teachers for part of the school year. (4) Appointments for a period of more than seven months must be approved by the Ministry after the education committee has given its opinion.
4062064		(1) The appointment of principals and teaching staff in the private lower secondary school and upper secondary school with the right to hold public examinations shall be approved by the Ministry.
4063064	(1) Transfers of teachers shall, so far as possible, be only to appointments requiring the same academic qualifications. (2) The teaching hours of the members of the staff shall be laid down in terms of appointment.	(1) When a school is closed down, reorganized or reduced in size all permanently appointed teachers may be required, at the decision of the Ministry to transfer to another school or another type of school. (2) Without the consent of the

		Ministry, no one holding a full-time teaching post at one school can hold a post as principal or teacher at another school. (3) The Ministry shall decide upon instructions for the principal and all other members of the teaching staff and make detailed provisions as to their duties.
4064066	(1) The principal is the pedagogical and administrative director of the school. (2) He is responsible for ensuring that current provisions in laws, regulations and instructions are respected.	
4065066	(1) At larger schools there shall be head teachers who shall be responsible to the principal.	
4066066	(1) The principal shall for each class nominate a class master/mistress.	
4067064		(1) Those holding powers of appointment can terminate the engagement of a teacher on probation on three months' notice if he/she is found not to be fit for the post.
4068064	(1) If a teacher has been suspended from his post temporarily, he is entitled to salary until a permanent decision has been made.	(1) A member of the teaching staff who is not a public servant may be dismissed by the appointing agent if he/she is considered unfit to carry out his/her duties. (2) If the question of dismissal is taken up, the Ministry may suspend the

		teacher from the post until the decision is taken.
4069060		(1) The principals of upper secondary schools in a county may form a board of school principals to deal with matters common to the schools in the area. (2) The board shall itself elect a chairman for a term of two years.
4070066	(1) The full-time teaching staff of a school comprises its general teachers' council. (2) The principal is chairman. (3) Part-time teachers shall be called in when matters relating to their students are dealt with. (4) These teachers have not the right to vote, but they have the right to have their opinion recorded in the minutes. (5) Two-thirds of the members of the general teachers' council must be present to constitute a quorum. (6) All those teaching in the same class may be called by the principal or by the teacher in charge of the class, to a class teachers' council. (7) Representatives of student council have the right to attend meetings of teachers' council and class council and present issues and proposals. They may also be called in on the initiative of the principal.	(1) The Ministry shall make precise regulations for both teachers' council and class council, and may include regulations other than those indicated in the Act when the school is understaffed. (2) Representatives of student council shall be called in certain matters provided for in regulations issued by the Ministry.

4071065	(1) At each school there shall be a student council which shall be responsible for day to day matters relating to the students' conditions of work and welfare interests.	(1) Regulations for the election and composition of the council, and its competence, shall be laid down by the Ministry through a general instruction, which may in certain circumstances be supplemented by additional provisions adopted by the general teachers' council of the school, in consultation with representatives of the students' council, and approved by the Ministry.
4072060		(1) The education committee is the governing body for the lower secondary school and upper secondary school run by the municipal council. (2) The county education committee is the governing body for the lower secondary school and upper secondary school run by the county council or by a county council and one or more of these schools. (3) In the case of schools run jointly by more than one municipal council or by a county council and one or more municipal councils the county education committee shall decide on the composition and method of election of the governing body. (4) In the case of schools serving a large area of the country and schools run by the State or by a number of counties, the Ministry shall decide on the composition and method of election of the committees and sub-committees. (5) When an education committee or sub-committee deals with matters related to the lower secondary school or upper

secondary school the chairman of the board of school principals, the principal of the school concerned, and a representative of the teachers' council in the recruitment area involved are entitled to be present, express an opinion and have their opinion recorded in the minutes.

4073060 (1) The Ministry shall make provisions concerning the duties of the Director of Education and his functions relating to the lower secondary school and the upper secondary school. (2) The Director of Education is entitled to be present and express his opinion and have it recorded in the minutes of meetings of committees and subcommittees mentioned in this Act.

4074062 (1) The bishop, vicar of the parish or a clergyman nominated by the bishop, is entitled to listen to instruction in religious knowledge and give advice in matters relating to such instruction.

4075060 (1) The upper secondary school council shall have a chairman, deputy chairman and a maximum of nine other members. (2) At least one of the members of the council shall be connected with a university or college, and one with the basic compulsory school. The other members shall have practical insight into the activities of the schools concerned. (3) The upper secondary school council shall provide expert assistance to the Ministry in matters relating to the lower secondary school and upper secondary school. (4) The council shall exercise supervision over these schools, make arrangements for final examinations and state an opinion on school affairs when asked to do so by the Ministry or when the council itself finds it necessary to do so. (5) The Crown shall make detailed provision regarding the competence of the council. (6) The members of the council shall be appointed by the Crown for a term of four years. (7) The Crown shall make regulations regarding the composition and administrative procedure of the council, the appointment of sub-committees and the use of consultants.

4076063 (1) The examination director shall assist the upper secondary school council in the arrangement of examinations, the supervision of schools and other such matters as the upper secondary school council may decide. (2) The upper secondary school council may delegate to the examination director authority to decide matters on behalf of the council. (3) He shall in addition, carry out those duties laid down in the Ministry's

		instructions. (4) The Ministry shall appoint a principal for each county, or jointly for two counties, to act as examination director for a term of four years.
4077068		(1) Buildings, school sites and furnishings, apparatus, books and technical equipment in the lower secondary school and upper secondary school shall be according to provisions laid down by the Ministry. (2) Plans and drawings for new buildings or alterations to existing buildings shall be approved by the Ministry.
4078063	(1) No one may start a school or course with a view to preparing students for the "realeksam" or "examen artium" without the consent of the Ministry.	(1) Applications for the right to prepare students for the "realeksam" or "examen artium" shall be sent to the Ministry through the examination director and the upper secondary school council, not less than two months before the beginning of the school year. (2) The Ministry may lay down conditions on which permission is to be granted, or if for other reasons, the Ministry finds it necessary to do so.
4079067	(1) Students in schools run by the State, or by county or municipal councils with regular grants-in-aid, shall not be required to pay school fees. (2) Students in public or private schools with the right to hold	(1) The State shall provide grants-in-aid for the operation of county council upper secondary schools. (2) The grants shall be provided for specific operational cost in accordance with regulations laid down by Parliament. (3) The percentage grant

	public examinations are exempted from the payment of examination fees. (3) The Ministry may make provisions regarding fees for external candidates.	for each county may vary from 30 to 75 per cent.
4080060		(1) The Ministry may issue administrative orders for the amplification and implementation of the Act related to secondary schools and grammar schools of 1964.
4081110	(1) The State shall provide the requisite number of special education schools for the deaf, the hard of hearing, the blind, and for other kinds of handicaps, mentally or physically, and slow learners- (2) The State shall establish schools for maladjusted children and juvenile delinquent children, recommended by the Juvenile Welfare Council.	
4082110		(1) The rules and regulations of the State's special schools shall be laid down by the Ministry.
4083110		(1) The Ministry may authorize local authorities or other bodies to establish or found a special school. (2) Rules and regulations for all such schools have to be approved by the Ministry. (3) The Ministry also lays down detailed conditions necessary for such authorization. (4) The Ministry may withdraw such authorization.

4084110		(1) An advisory council shall be set up to advise the Ministry on pedagogical questions related to special schools. (2) The council shall consist of seven members appointed by the King. (3) The term of the council shall be four years at a time. (4) One member of the council has to be a medical practitioner, and another has to be a specialist in research, and education of exceptional children. The other members should have some practical experience in special education. (5) Regulations governing the duties of the council are to be laid down by the King.
4085114	(1) Every special school shall be in charge of a principal.	(1) The principal of a local or state school shall be appointed by the Ministry.
4086119	(1) A medical officer, responsible for supervising health conditions shall be appointed at every state school.	(1) The medical superintendent at a state school shall be appointed by the Ministry.
4087110		(1) At every state special school, there shall be a supervisory committee consisting of 3 members. (2) The committee shall be appointed by the Ministry. (3) Detailed regulations regarding the duties of the committees and the appointment and period of office of members shall be laid down in the regulations issued by the Ministry.

4088114		(1) Full-time teachers in a state or local school are appointed by the Ministry. (2) Other members of the staff at a state school shall be appointed by the Ministry or by the principal according to detailed regulations laid down by the Ministry. (3) The appointment of teachers to full-time posts at schools, other than state or local authority schools must be authorized by the Ministry.
4089116	(1) At every special school, there shall be a teachers' council, consisting of the principal and the full-time teachers. (2) The principal shall be the chairman.	
4090110		(1) Regulations governing principals, medical superintendents, teachers' councils, teachers and others employed at the state school shall be issued by the Ministry. (2) Other schools must, in the same way, be authorized by the Ministry.
4091112	(1) Deaf children and children hard of hearing are obliged to attend school for 8 years. (2) For other children the period is 7 years. (3) Children who reach the age of 16, without having attended schools for the fixed number of years, may continue in the children's school for as long as two extra years on the approval	(1) Children who have reached the age of 16 may be permitted to continue in the primary classes on the approval of the Ministry. (2) The Ministry may approve the extention of the education of young people who have reached the age of 21. (3) The Ministry may decide that the education of children and young people be carried out in

	of their parents or guardians. (4) The period of schooling is 5 years for young people who are blind or suffer from very defective vision, and 3 years in other cases. (5) Young people who reach the age of 21 without having attended schools for the fixed number of years may continue for up to two years.	accordance with the regulations and curricula for the nine-year school. (4) The Ministry may also approve the offering of a tenth school year. (5) The Ministry may make exemption as to the age requirements laid down in this Act.
4091113		(1) The Ministry sets rules and regulations concerning the admission of these students to vocational education schools.
4092110		(1) Every school shall send in to the regional director of education a list of all children and young people residing in the local district who are obliged to receive special education. (2) The regional director of education shall forward these reports to the Ministry. (3) When a juvenile welfare council decides to place a child or a young person at a school for maladjusted children or young people, the admission has to be approved by the Ministry. (4) The Ministry shall lay down further rules concerning this matter.
4093112	(1) The placement of a child or a young person to a special school shall be primarily based on his character and faculties.	(1) The Ministry shall decide in each single case whether a child or a young person shall be admitted to a special school and if so, to which school.

4093113		(1) The Ministry shall lay down detailed rules for carrying out the necessary testing, admission, and summoning of applicants.
4094115	(1) When the adjustment difficulties may be assumed to have been overcome, and no later than the twenty-first birthday, of the student concerned, he or she shall be finally discharged.	(1) The Ministry shall decide the question of discharging students from the special schools after the principal and the teachers' council have expressed their opinion. (2) A maladjusted student can be discharged provisionally. (3) During the period of probation, the student shall remain under the supervision and control of the school, and may at any time, on the decision of the Ministry, be recalled to the school. (4) The decision to recall the student concerned may be made by the principal, if dealy in recalling him involves danger. In such cases the decision must be submitted for approval to the Ministry.
4095112		(1) When consideration of an effective utilization of the school or of the students' capabilities make it desirable, the Ministry may decide to transfer a student from one special school to another.
4096113		(1) Applications from a juvenile welfare council concerning the admission and rejection of maladjusted students may be referred to the Ministry if the council is in disagreement with the respective schools or institutions.

4097117		(1) Expenses of operation of a state special school includes students' traveling expenses, board, and clothes for the students residing at the school. (2) It may be made a condition for the approval of the founding of a state school that one or more urban or rural districts authorities or county authorities shall provide a satisfactory site and adequate building and equipment for the school. (3) The state will make a contribution toward the approved running expenses of schools. (4) The Parliament may require that the authority of the county in which a special school student is a resident shall make a given contribution toward the school's running costs. (5) If the student is residing in Oslo or Bergen, the city authorities will make the contribution.
4098116		(1) Parents or guardians who for no valid reason keep away from school a child or a young person who is obliged to attend a special school, are liable to a fine.
4099082	(1) The aim of the University of Oslo is to conduct academic teaching and scientific research. (2) The University shall also attempt to make the results of such scientific research known to the public insofar as this can be combined with these tasks.	

4100086 (1) The University president and the academic collegium are responsible for the activities of the University. (2) They make decisions in matters entrusted to them by law or regulation, and prepare cases to be decided by the Ministry, or placed by it before the King. (3) They shall at all times give the Ministry any information which the Ministry's supervision of the activities of the University makes it desirable.

4101086 (1) The Academic Collegium consists of the "rektor" as chairman, the "prorektor," or assistant to the president, the deans, one representative of the academic staff, and one of the student committees. (2) On the recommendation of the Collegium, the King issues regulations concerning the election of representatives of the academic staff and the student committees, their participation in the consideration of business, their voting rights, and other rights and duties. (3) The Collegium may not pass valid resolutions unless at least two-thirds of its members entitled to vote are present. (4) Further regulations concerning the extent of the authority of the "rektor" and the Academic Collegium are issued by the King.

4102086	(1) The "rektor" represents the university and closely supervises its activities. He is the administrative head of the university and can, to the extent determined by the Collegium, himself make decisions on current matters or entrust them to the permanent administration of the university. (2) He is responsible for seeing that the resolutions of the Collegium and of the authorities are acted upon.	
4103086	(1) All professors are qualified for the election. (2) The professor who is functioning as "rektor" may refuse to be re-elected.	
4104080	(1) A university is organized in faculties.	(1) On the recommendation of the Collegium, the King decides on the organization of the faculties. (2) He may decide whether a faculty is to have two or more divisions. (3) He determines whether other academic institutes or institutions are to be incorporated in the university.
4105080	(1) The organs of the faculty are the faculty council and the dean. (2) The faculty council consists of the faculty's professors and full-time readers, together with representatives of its part-time readers, other academic staff and student committee.	(1) The Ministry issues further rules concerning the members' rights and duties in accordance with the recommendation of the Collegium.

4106086 (1) The faculty council elects a chairman and a vice-chairman from among the professors, and the readers of the faculty for the following three years.

4107086 (1) The faculty council may not pass valid resolutions unless at least half of those with the right to vote are present. (2) The "rektor" and the "prorektor" are entitled to participate in all meetings of the faculty councils, but shall not take part in the voting.

4108086 (1) The faculty council may, in large faculties, appoint a faculty board. (2) The Collegium approves and lays down the power of the faculty board.

4109086 (1) In accordance with the recommendations of the faculty council in question, the Collegium decides which teaching positions at the university shall be connected with positions such as the director of a scientific collection, a laboratory, or another university institute. (2) The Collegium may decide that a university institute shall be directed by a board, consisting of several members, and may also appoint a person, who is not a university teacher to be a member of such a board.

4109087		(1) If special administrative work of a board member is salaried, the approval of the Ministry is necessary for such appointments.
4110080	(1) The director of a scientific collection must not maintain his own collection of an identical or similar nature without the permission of the King.	
4111080	(1) The university library and the other institutes which are not established solely to provide assistance in the various subjects of study, shall be open to the public.	(1) The Collegium lays down regulations concerning public use of the library.
4112086	(1) The Collegium may lay down special regulations concerning the supervision and control of the institutes and their activities.	
4113084		(1) Professors, readers and the chief librarian are appointed by the King. (2) Before these positions are announced vacant the faculty council and the Collegium are to have expressed their opinions. (3) The faculty council and the Collegium are also to express their opinions before a recommendation for appointment is submitted to the King. (4) The Ministry decides whether applications for these positions may be made by persons other than Norwegian citizens. (5) The applicants are judged by specialists

		appointed for this task before the faculty council makes its statement.
4114084		(1) The senior position in the administration of the university are offices which are filled by the King on the recommendation of the Collegium. (2) Further rules concerning the organization of the administration and the scope of its office-holders' authority and activities are provided in regulations issued by the King. (3) The secretary to the faculty is appointed by the Ministry on the recommendation of the academic Collegium. (4) Instructions are issued by the Ministry.
4115084		(1) Other employees of the university are appointed by the Collegium. (2) The King may provide further regulations concerning the procedure for this. (3) Members of the academic staff are appointed in accordance with the recommendations of the respective faculty council and that of the director of any institute concerned.
4116082	(1) The Collegium establishes periods of instruction for each faculty in accordance with its study plan. (2) Special decisions may be made concerning such periods for particular subjects or groups of subjects.	(1) The Ministry has to approve the establishment of instructional periods by the Collegium.

4117082		(1) The instructional duties of university teachers are laid down by the King.
4118082	(1) Lectures are open to public. (2) When particular considerations make it advisable, the Collegium may decide that certain lectures shall be open only to students. (3) The Collegium may decide that students other than those of the faculty concerned may take part in courses and practical work within the faculty.	
4119083	(1) All examinations are public unless the Collegium decides otherwise in special cases. (2) At each examination at least one of the examiners and censors shall be selected from outside the circle of university teachers, unless the Collegium finds this unnecessary for special reasons. (3) Written or oral tests may be replaced by approved seminar papers.	(1) The Ministry appoints examiners and censors from outside the university. (2) To replace written or oral tests by approved seminar papers an approval is ruled by the King. (3) The King may make decisions concerning obligating participants in courses. (4) The King may lay down special examination rules for students from other Scandanavian universities.
4120083		(1) Regulations for these examinations taken at the university are laid down by the King on the recommendation of the Collegium.
4121083	(1) Certificates from other Norwegian universities have equal validity at the University of Oslo.	(1) On the recommendation of the Collegium the King decides to what extent examinations passed at other university or colleges shall be credited to a student at the

4122083

(1) All those who have taken the "eksamen artium" or the leaving examination of the economic upper secondary school have the right to be matriculated as academic citizens at the university.

(2) Admission to matriculation at the university may also be given in accordance with further regulations, to those who, lacking the matriculation examination, have taken the leaving examination of the Norwegian Academic College or Norwegian Officers' Training College, or who have taken the official examination in economics at the university. (3) Similar admission may be granted on special application, to others who have acquired an education suitable as a basis for university studies.

(4) Anyone who has passed an examination abroad granting admission to universities or institutions of a similar character in the county concerned may be matriculated at the university after permission has been given by the Collegium. (5) Anyone who has matriculated at another Norwegian university has the right to study and take examinations at University of Oslo. (2) The King may lay down general rules concerning such recognition of examinations from particular universities or colleges.

(1) Further regulations concerning matriculation must be laid down by the King. (2) Special admissions may only be granted on the approval of the Ministry on the recommendation of the Collegium.

	the University of Oslo without matriculating the second time.	
4123083	(1) When considerations of space or other special reasons necessitate it, admission to certain studies at the university may be limited on the recommendation of the Collegium.	(1) Regulations concerning the limitation of students to be admitted in certain studies are laid down by the King with the approval of the Parliament.
4124085	(1) The students in each faculty elect a student committee to look after the interests of the students at the university.	(1) Regulations concerning methods of election and periods of office for the student committee are laid down by the King.
4125085		(1) The Collegium may expel a student for a certain period of time or permanently if he is found guilty of a flagrant breach of the rules of the university, or of behavior unworthy of an academic citizen.
4126085	(1) A student who has been expelled from the university shall have an opportunity to make a written comment on his case and on all material to be used as the basis for the committee's report or the decision of the Collegium. (2) He shall also have the right to explain himself orally before the committee and the Collegium.	(1) Reasons shall be given for the decision of the Collegium.
4127085	(1) The student who has been expelled from the university may appeal to the Supreme Court within four weeks of receiving notification of this decision.	

4128086	(1) The permanent property of the university may be disposed of by the academic Collegium.	(1) Such decisions may only be made by the King with the approval of the Parliament.
4129087	(1) The following are the property and permanent sources of income of the university: the permanent property of "Tøyen," a third of any annual income obtained by the Educational Fund for Bonafided Estates, permanent property inherited by the university since its foundation, and capital obtained by selling such property, capital acquired by the university at its foundation.	
4130087	(1) The university has the sole right to publish almanacs and calendars for use in the Kingdom of Norway.	
4131087	(1) Import dues paid by the university for objects obtained for academic use or for use in making scientific apparatus at the university shall be refunded by the State Treasury.	
4132030	(1) The establishment of districts shall aim to secure as satisfactory a division of school-classes as possible. (2) It shall be possible to gather students from several school districts for teaching in individual subjects. (3) No school district may be	(1) Districts may be established in a municipality, one or more school districts which cover the whole or only parts of a municipality. (2) Different school-districts can be established for different age levels. (3) The school board may transfer homes or individual

established with fewer than 10 students or maintained with fewer than 6. (4) Children from one municipality may attend school in another municipality when such arrangement is more convenient.

(5) If students have to live away from home in order to attend school the municipality shall find accomodations for them.

(6) Alternatively the municipality may arrange transportation or pay a travelling allowance to the parent or guardian.

(7) For crippled children the municipality shall, if necessary, provide transportation or accomodation irrespective of the distance to school.

students temporarily from one district to another when the shortage of school-places or other special conditions make this desirable.

(4) Parents or guardians may demand that such a decision be laid before the school director for a final ruling. (5) Group teaching to students from different school districts has to be approved by the school director. (6) Exceptions may be made with regard to the minimum number of students in a school district, with the permission of the Ministry and after the school director has expressed his opinion. (7) Questions as to changes in the establishment of districts, new places for schools and the gathering of students from several districts in a particular age-group for collective teaching are to be considered by the school board, either of its own volition or at the request of the municipal council, a school district, or a school director.

(8) The school districts and the respective school director shall submit their opinion to the municipal council for decision, even if the school board does not agree.

(9) The municipal council then submits a detailed report to the school director, who shall then present the report to the county school board. (10) Both the school director and the county school board have the right to appeal to the Ministry

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(9) The municipal council then submits a detailed report to the school director, who shall then present the report to the county school board. (10) Both the school director and the county school board have the right to appeal to the Ministry

		for a final decision. (11) The time-line for such an appeal is 6 weeks. (12) A minority in the municipal council has the right to appeal to the Ministry if the school director and the county school board approve the decision of the municipal council. (13) Two or more municipalities may jointly establish a school district. (14) Inter-municipal school districts may also be established. (15) If the municipalities cannot agree, the Ministry may demand some adjustment and/or lay down the final conditions. The same applies to the trasnfer of individual students to a school in another municipality. (16) The Ministry may decide that municipalities which maintain children's homes, hospitals, etc. shall establish a separate school for children at such institutions. (17) Payment for the transportation of children has to be approved by the school director.
4133030	(1) There should not, as a rule, be undivided schools. (2) In an undivided school the total of students must not exceed 12, 30 in a two-divisional school, 50 in a three-divisional school, 85 in a four-divisional school, and 105 in a five-divisional school. (3) The total number of students may be increased temporarily by	(1) Temporary increase of maximum number of students may be granted by the school director. (2) The maximum number of students per class may be increased to 35 with permission from the school director. (3) The school board shall send to the school director each year a report showing the number of classes in each school and the number of

	up to 5 in a two-divisional school, 9 in a three-divisional school, 12 in a four-divisional school, and 15 in a five-divisional school. (4) There shall not be more than 30 students in a class. (5) In special cases the number of students may be increased to 35, but not in the three lowest classes, and only in classes containing children born in the same year.	students in each class. (4) The school director shall approve the establishment of classes. (5) New suggestions for better division of classes must be submitted to the Ministry if the municipality is to apply for a state grant for the arrangement.
4134032	(1) Students who cannot keep up with the ordinary schooling shall receive instruction in special auxiliary teaching. (2) Such teaching can be established either for individual students or by means of auxiliary classes. (3) It may either cover special subjects or the whole range of teaching. (4) Special observation schools may be established.	(1) Special auxiliary teaching shall be arranged by the school board. (2) The school board shall lay down a plan for auxiliary teaching, including time-table and the teachers' responsibility for such teaching. (3) This proposal shall be submitted to the school director for approval. (4) A municipality may, either alone or in cooperation with other municipalities, establish observation schools. (5) The plan for an observation school requires the approval of the Ministry.
4135030	(1) Schooling shall comprise at least 570 hours per year on the average for the first three school years, and at least 684 hours per year on the average for the remaining school years. (2) Schooling may comprise a maximum of 1050 hours per year on the average for all classes.	(1) The municipal council may grant permission for a maximum of 1050 hours per year on the average for all classes. (2) The school board may alter the school hours as between the classes within the framework of the normal plan. (3) Proposals for this shall be submitted to the school director for his approval.

4136032	(1) Teaching in foreign languages may be offered. (2) Students who are weak in health or limited in their facilities may be exempted from instruction in one or more subjects. (3) Children of parents who are not members of the State Church shall be exempted partially or completely from instruction in religion if their parents so request.	(1) The school board may exempt from instruction in one or more subjects such students as are weak in health or limited in their faculties.
4137031	(1) The curriculum guide shall contain a more detailed exposition of the aim set for the primary school, the subject range and the teaching plans with the allocation of lessons and subjects.	(1) The Ministry shall lay down a curriculum guide.
4137032	(1) The curriculum guide shall lay down binding minimum requirements for the different class-levels, and for the length of lessons and breaks. (2) The curriculum guide shall provide fuller information as to the opportunities for experiment with new methods of work, the pedagogical-psychological advisory service.	(1) The school board shall lay down plans and regulations for the teaching within the framework provided by the curriculum guide and the regulations. (2) Before such plans and regulations are brought into effect, they must be approved by the school director.
4137039	(1) The curriculum guide shall provide fuller information as to health and dental services.	
4137033	(1) The curriculum guide shall provide fuller information as to admission of students, promotion, transfer to other schools, annual	

	and final examinations, marks and the awarding of marks, and the school leaving certificate.	
4137035	(1) The curriculum guide shall contain rules for the conduct of the students.	
4137030		(1) Regulations shall be promulgated concerning the duties of the school council, the teachers, school inspectors, school psychologists, school medical officers, nurses and school dentists.
4138030	(1) In school buildings and buildings where school and other activities are combined, alcoholic beverages must not be served nor brought along for consumption.	
4138031	(1) The municipalities shall provide the students with school books, writing, and drawing materials for handicrafts and domestic science.	
4138038	(1) The municipality shall provide the required number of classrooms. (2) Rooms which the health authorities have refused to sanction must not be used for schools or students' dormitories. (3) All schools are to have necessary furniture and teaching aids.	(1) Plans and drawings for the construction or extension of school buildings, playgrounds or students' dormitories must be approved by the school director and the county school board, after the local health authorities have had the opportunity to express their opinion. (2) Minimum requirements for furniture and

		teaching aid are to be laid down by the Ministry. (3) The school board is to decide on the loan or letting of the school premises and equipment and must insure that the regulations prevailing as to the cleaning of the premises are adhered to.
4139039	(1) Students may have free dental care at school.	(1) Students are to have free dental care at school if the municipal council has granted funds for this purpose or if the expenditure has been covered in some other fashion.
4140032	(1) All children living in the municipality have the right and the obligation to attend the primary school unless they are receiving an equivalent education from some other source. (2) Compulsory school attendance must last for at least 7 years, normally for the calendar year in which the child attains the age of 7. (3) On application from the parents, a child may begin school one year later, or commence earlier if he has reached the age of 6 prior to the first of July. (4) School attendance must continue until the child has completed the top class with an approved result, but nonetheless not beyond the end of the summer term in the calendar year in which the student attains the age of 15. (5) Students belonging to a religion organized outside the State Church have the right to absent themselves from school on such days as the organization holds to be holy, provided	(1) More detailed regulations shall be laid down by the school board. (2) In special cases the school board may permit a child to leave school when he reaches the age of 14 and has attended school for 7 years, without reference to the minimum knowledge requirements. (3) The municipal council may, on the recommendation of the school board and by the agreement with the Ministry, decide to oblige students attending school for 9 years. (4) The municipal council may also, on the recommendation of the school board, decide to introduce a voluntary school year in connection with the school. (5) In that case the provisions of the Act Concerning the Primary School will then apply with the necessary modifications.

that the students' parents see to it that their children do not thereby fall behind in their schooling. (6) Compulsory schooling may be extended to nine years. (7) A voluntary school year may be offered in connection with the unity school.

4141035

(1) Corporal punishment must not be used in school. (2) Students may be placed in reformatory schools or expelled from normal elementary school for bad behavior.

(1) If a student's behavior is particularly bad, and the means available to the school in order to maintain good order and discipline prove ineffective, the school board may either place the student in a reformatory school or exclude him from the normal elementary school. (2) If the school board excludes a student, it must report to the child protection committee, which from then on takes over the responsibilities. (3) The school board may place a student in a reformatory if he stays away from school without cause. (4) Before that action is taken the parents or guardians must be given an opportunity to express their opinion. (5) The student shall remain in the reformatory school until such time as the school board, on the suggestion of the principal, shall decide otherwise, but in no case for more than 2 years.

4142035

(1) If a student is absent from compulsory schooling and his parents or guardians are unable to show that they are without responsibility for

		his absence, the school board may impose a fine on them.
4143034	(1) For teachers appointed to full-time posts the total number of teaching hours during the school year must not be less than 1140. (2) Full-time posts may be established which involve teaching both in the primary school and in more advanced schools. (3) School principals may be appointed. (4) A school inspector shall be appointed in every municipality. (5) Two or more municipalities may have the same school inspector. (6) The teaching duties of a school inspector and principal are to be determined within the regulations contained in the salary scale by the school director on the recommendation of the school board.	(1) The number of teaching hours per year for teachers teaching both at primary and upper levels shall be determined by the Minister. (2) In municipalities where the 9-year compulsory school has been introduced, the Minister determines the minimum number of teaching hours per year. (3) With the agreement of the municipal council, a principal may be appointed to the school. (4) School inspectors shall be appointed in every municipality. (5) The Minister may make exceptions in the case of small municipalities. (6) With the permission of the municipal council, the school board may appoint a teacher to supervise the teaching in individual subjects, teaching rooms, equipment and teaching aids.
4144034	(1) Those giving religious instruction shall belong to the established Church or to a church whose doctrine is the same as that of the established Church.	
4145034		(1) When teachers are to be appointed to full-time posts, the school board shall advertise the posts and make known the conditions and closing date for receipt of applications. (2) The same applies to the appointment of

school inspectors and principals. (3) The closing date shall be at least three weeks after the post is first advertised. (4) The school board must not, either through its announcements or by any other means, ask applicants to give their views on questions of political or cultural nature. (5) The candidate appointed to a post must start within 8 days of receiving the offer of a post whether he accepts it, unless the school board has allowed him a longer time in which to reach a decision. (6) The school board can give a teacher in a terminable appointment a permanent appointment to the same post without advertising it anew. Such a decision requires the approval of the school director.

4146034 (1) The right to appoint staff at municipal schools is vested in the school board unless the law directs otherwise. (2) The school board is to draw up a list, in order of preference, of the applicants for the posts of teachers, principal and school inspector, and submit them to the school director. (3) If the school director desires to have the candidates arranged in a different order of preference while the school board holds to its original decision, the school director may appeal to the Ministry which will give a final ruling. (4) The school board may demand that a candidate be appointed on a trial basis for 1 or 2 years. (5) For the appointment of part-time teachers or substitute teachers for longer than 3 months, the approval of the school director is required. (6) If the appointments are made for shorter periods, notification must be sent to the school director. (7) If a teacher has the duty of teaching in demonstration classes, the principal of the training college has the right to give him advice. (8) If the school board and the principal disagree on this, the school director may send the case to the Ministry for a final ruling. (9) The Ministry is to issue detailed regulations regarding appointments to inter-municipal posts. (10) The right to appoint personnel who are to be transferred according to the law relating to secondary schools and grammar schools is vested in the Ministry of Education.

4147034

(1) The school board can dismiss a teacher or principal who is not in a permanent appointment, at 3 months notice, if his post ceases to exist as the result of a reorganization of school districts, a reduction in the number of classes, or for other good reasons. (2) Before a decision is taken, the school director shall be

entitled to express his opinion. In such a case the school board may similarly require that a teacher appointed subsequent to August 13, 1915, shall serve at another primary school, provided the conditions of work are much the same. (3) His salary must not be reduced. (4) In cases of dismissal or transfer, the school board shall pay particular attention to the length of service of the teacher concerned. (5) The teacher may ask for the decision to be submitted to the school director and both the teacher and the school board may appeal to the Ministry against the school director's decision. (6) If a teacher, principal or school inspector appears to be incompetent, or is for any other reason incapable of doing his work, the school board may, with the agreement of the school director, dismiss him. Both the teacher and the supervisory committee shall be entitled to express their opinions. (7) If anyone is guilty of grave misconduct, the school board may at once exclude him from school work until he is either dismissed or removed from his post by a judgment of the courts. During this period he shall continue to receive his normal salary.

(1) If the school board wishes a teacher to continue in service after

he has reached the age of retirement, the board may, with the permission of the individual concerned, give him permission to do so for a year at a time. (2) Such a decision must be approved by the school director.

4149030 (1) Each municipality shall maintain as many schools as may be necessary to provide the schooling, and the faculties required by this Law Concerning Primary Schools of 1959.

4150037 (1) The State shall provide 30-85 per cent financial support to all approved schooling falling under this law. (2) The State shall provide 30-85 per cent of the set salaries of school inspectors and principals. (3) The State shall provide 50 per cent of the set salaries of school psychologists and social workers. (4) The State shall provide 25 per cent of the set salaries of school dentists. (5) The State shall provide 30-85 per cent of approved traveling grants related to guardianship. If the distance by land does not exceed 4 km. the contribution shall not normally be made. (6) The State shall make a contribution to be determined by Parliament, to the costs of free, school material. (7) The State shall make a corresponding sum contribution to the State Pensions Fund.

(8) The State shall make no contribution to the upkeep of buildings, teaching rooms, equipment, teaching aids, school libraries, reading rooms and other expenditures not directly connected with teaching. (9) The Ministry shall determine the percentage for each municipality. (10) The Ministry shall determine a maximum sum for the expenditure in connection with salaries of school dentists and traveling grants related to guardianship. (11) Parliament shall authorize an annual grant for school buildings. (12) Grants for school buildings authorized by the Parliament shall be distributed by the Ministry.

(1) The county shall bear the expenses of the county school board and pay the salary of the county school inspector, where such a position has been established. (2) The county shall pay 50 per cent of the total cost of new school buildings or the rebuilding of existing buildings, including sites, play grounds, fencing and water supplies and fifty per cent of the rest of school buildings, furniture and expenditure on teaching aids. (3) The county may provide a grant for the purchase or improvement of school gardens, for the building or purchase of houses for teachers, towards a specialist library for teachers, etc. (4) Plans for school buildings, grounds, etc. must be approved by the county school board and the school director. (5) The

4152037 (1) Schooling in the primary school is free. (2) Children in private homes have the right to free schooling in the school district in which they live.

4153036 (1) In each municipality there shall be a school council of which the school inspector and

county council may determine an upper limit for its contribution to each new school, but this must not be less than Nkr. 250,000. (6) In any case of dispute about the building plans, the municipality and the county may submit the matter to the Ministry for a decision. (7) The Ministry lays down minimum requirements for the expenditure of teaching aids.

(1) If a municipality maintains children's homes, hospitals, etc., the municipality shall cover the expenses of teaching in the institution in question, and shall receive the normal state support irrespective of whether the institution lies within or outside the boundaries of the municipality. (2) If there are situated in a municipality, children's homes, hospitals, etc. which are open to children from several municipalities, the state shall pay the salaries of the teachers. (3) The municipality in which the institution is situated shall be responsible for the supply of teaching aids and free school materials, and the institution shall be responsible for the provision of school rooms and furniture, fuel and lighting, and for cleaning.

all principals and teachers in full-time posts at the primary school shall be members. (2) The school council will elect its own chairman. (3) The school council has the right and the obligation to express its opinion on all questions concerned with the school plan, the regulations, and the textbooks. (4) At each school there shall be a teachers' council, of which the principal and all the teachers in full-time posts shall be members. (4) The principal shall be the chairman of the council. (5) With the approval of the school director the school board may issue special regulations for the composition of the school council and the teachers' council.

4154030

(1) At every compulsory school there shall be a supervisory committee consisting of five members; one chosen by the school board from among its members, three chosen by parents, one chosen by and from the teachers at the school including the principal. (2) The members chosen by the school board shall summon and chair the meetings for the election of the representatives of the parents and of the teachers. (3) The supervisory committee shall lay the foundations for co-operation between home and school, give advice to principals, teachers and parents

when requested, make suggestions to the school board as to changes or projects which it thinks will be of service to the school. (4) The school board may in some measure allow the supervisory committee to administer grants to the school. (5) The supervisory committee shall hold at least two meetings each year. (6) The principal of the school has the right to attend the meetings of the supervisory committee but not to vote there.

4155030 (1) In each municipality, there shall be a school board with a minimum of 7 and a maximum of 35 members. (2) The total shall be determined by the municipal council. (3) The members of the school board shall be elected by the municipal council. (4) The electoral period shall be the same as that for the municipal council. (5) The school board shall choose its own chairman for two years at a time. (6) Anyone who has been a member for 4 years or chairman for 2 years may decline re-election for a similar period. (7) In the case of inter-municipal schools, the Ministry shall determine the composition and method of election of the school board. (8) The right to attend meetings of the school board and to express an opinion to be recorded in the minutes shall be possessed by the school inspector, the chairman of the school council, the principal of the school involved and the parish clergyman in matters concerned with religion.

4156030 (1) The school board, in cooperation with the municipal council and other municipal bodies, shall see to it that children and young people receive as as good a theoretical and practical education as possible. (2) Particular care shall be paid to ensuring that teaching is coordinated and that the school keeps abreast of modern developments. (3) The school board shall deal with compulsory and further schools maintained by the municipality. (4) The school board may appoint one or more committees for one or more of the schools in its area. (5) The school board shall supervise the education given to children of compulsory school age who do not attend municipal schools, and, if necessary, summon such children for special examinations. (6) The school board shall cooperate in making it possible for teachers to keep up their knowledge and to remain abreast of developments in their special fields. (7) The Ministry may, in particular cases, make exceptions to these provisions.

4157030 (1) The meetings of the school board shall be open to the public. (2) The board may decide that particular questions are to be discussed in camera. (3) To form a quorum more than half of the members must be present. (4) Decisions are reached by a normal majority vote. (5) If the votes are equal, the chairman has the casting vote. (6) The copies of the minutes shall be sent to the school director not more than one week after each meeting.

4158030 (1) The country shall be divided into education districts, their boundaries shall be determined by Parliament. (2) In each district there shall be one school director, appointed by the Crown. (3) The Crown shall also lay down the types of schools over which the school director is to exercise supervision. (4) The school director, in cooperation with the chairman of the county council, the county school board, the individual school boards and municipality councils and other bodies in the district, shall be responsible for maintaining educational provision abreast of modern needs, and shall ensure that all regulations as to schools are complied with. (5) Further instructions shall be laid down by the Ministry in the regulation for school directors. (6) The school director has the right to attend and to speak on matters affecting the schools at district meetings and at meetings in the school boards, municipal council, county school boards and county councils.

4159030 (1) In every county municipality there shall be a county school board with at least 5 members, elected by the county council for 4 years at a time. (2) Its members shall always include someone with particular knowledge of the work of primary schools, schools of further general education, and vocational schools.

4160030 (1) The county school board shall work to develop the educational system in the county municipality. (2) It shall attach particular importance to planning and coordination and to ensuring that schools keep abreast of modern developments. (3) The county school board shall be the board for the schools maintained by the county. (4) If the county school board so desires, it may appoint one or more committees for one or more of the schools in the area. (5) The Ministry under which such schools fall shall determine the composition and method of election of such a committee.

4161031 (1) The Ministry shall authorize textbooks for use in schools.

4162030 (1) When an election is to be held in a district in accordance

		to the Act on Primary Schools, the chairman of the school board, in conjunction with the supervisory committee for the school shall determine a time and place for the election. (2) Entitled to vote are: all who were on the electoral register for the last municipal election and who live in the district, fathers and mothers or guardians of children attending the school. (3) The chairman of the board shall ensure that a list of electors is prepared for the election. (4) In cases of voting on questions affecting language, voting shall be in writing.
163031	(1) School children shall learn to read both "nynorsk" and "bokmål". (2) Reading books must include selections in both languages. (3) In any change of the written language used in schooling, the district shall express its opinion. (4) A vote on the written language used in schooling shall be taken when a majority in the school board or at least one-fourth of the electorate in the district require it. (5) A fresh decision on the language used in schooling may not be taken until at least 5 years have expired. (6) When districts with different languages used in schooling are amalgamated, a new vote shall be held. (7) During the last two	(1) The school board shall determine for each district whether "nynorsk" or "bokmål" shall be employed in written work and what textbooks shall be employed. (2) A decision of the district shall be binding on the school board provided that a majority of more than 40 per cent of the total electorate have voted for it. (3) The school board may only introduce textbooks which have been authorized by the Ministry. (4) Before a school board decides on the introduction of a new textbook, the school council shall be entitled to express its opinion. (5) With the permission of the Ministry, the Lappish language may be used as a medium of education.

years in the compulsory 9-year school, the student himself shall determine the language he shall use. (8) If the total of students in a class is not less than 15, the parents may demand that a parallel class be established using the other language for schooling. (9) Students who have attended school for at least 3 years have the right, in any adjustment of districts, to use the same language as previously in their written work. (10) With the exception of introductory reading books, parents or guardians are entitled to choose between "nynorsk" and "bokmål" editions.

4164031 (1) The bishop or the parish clergyman are entitled to listen to the teaching in religious knowledge, and to give advice connected with this teaching.

4165030 (1) To assist the Ministry in matters relating to primary education, a council is to be appointed by the Crown. The Council for Primary Education, consisting of a chairman, a deputy chairman and five other members. (2) Their period of office shall be 4 years. (3) To assist the Council, the Crown is to appoint for the same term an expert in matters of hygiene.

		(4) Detailed provisions regarding the scope and organization of the council, the use of consultants shall be determined by Crown regulations for the same term.
5001152	(1) The purpose of public education of children and adolescents is to communicate knowledge and to train skills, and, in cooperation with the home, promote the development of the students into harmonious people and into efficient and responsible members of society.	
5002150	(1) Each municipality shall, in accordance with this Act and special statutes, provide instruction of children in the comprehensive school, provide measures to prepare children and youth for instruction in the following types of municipal schools, namely vocational schools, continuation schools, and upper secondary schools.	(1) Each municipality shall supervise the school system in the municipality, insofar as this is not the province of another body.
5003110		(1) The state is responsible for the operation of special schools for children who, on account of defects in vision, hearing and speech, cannot follow the instruction in the comprehensive school.
5004150		(1) In each municipality, there shall be a board of education and a school

director. (2) When the school system of a municipality comprises less than seven classes, or when special reasons are present, the school directorate may, at the request of a local authority, decide that no school director should be appointed. (3) Special local education board shall supervise the special schools as the government may decide.

5005150 (1) The board of education is the administrative authority for the comprehensive school and its activities. (2) If there are municipal schools such as vocational schools, continuation schools and upper secondary schools, the board shall be the administrative authority for these schools and their activities. (3) At the request of a local authority, the government may resolve that the board of education may be the administrative authority for a school or schools other than those mentioned.

5006150 (1) The board of education shall be responsible for the general development of the system of education, follow the development of the schools in the municipality, and take the necessary initiatives to provide children and youth with a satisfactory education. (2) The board of education shall also, insofar as it is not the duty of another body, be responsible for matters concerning the schools in the municipality, and effective administration, to ensure that activities at the schools proceed according to valid regulations, and be responsible for the coordination and uniformity in activities, promote education experiments, further training of teachers and encourage collaboration between home and school.

5007150 (1) The board of education may on the approval of a local authority refer certain decision-making roles to a special department, consisting of members or alternate members of the board, or to a member or an alternate member, or to the school director, or other school official or a member of the municipal staff. (2) Decisions made on the basis of tasks mentioned in the first item shall be reported at the following meeting of the board.

5008150 (1) It is the duty of the school director to assist the board of education in its activities and, under the board, direct the schools in the municipality and to perform the tasks assigned to him by special regulations or decisions by the board of education.

5009154 (1) The government prescribes different types of school directors and other school officials.

5010152 (1) Each child, for whom school attendance is compulsory, has the

	right to instruction in a comprehensive school.	
5010112	(1) School-bound children who, owing to defects in vision, hearing or speech, cannot follow instruction in the comprehensive school have the right to instruction in special schools.	(1) A child's right to instruction in special schools shall be investigated by the local board for special education after consultation with the parents.
5011150	(1) The comprehensive school comprises nine grades, 1-9 divided into junior level, intermediate level, and senior level, each of three grades.	
5011152	(1) The comprehensive school provides different streams of study according to the student's interest, and special instruction for children who have difficulty in following instruction or adjusting to the school.	
5011112	(1) Special instruction is arranged for children who are unable to participate in the instruction in school, owing to defects, prolonged illness, or the like.	
5012152	(1) The stream of study of a student in the comprehensive school is chosen by the parents after consultation with the student, and after information has been provided by the school. (2) Assignment to special instruction for a student in the comprehensive school is made through the school after the parents have been consulted.	

5013154	(1) All personnel in the comprehensive school, continuation schools and gymnasium shall demonstrate satisfaction and joy in work. (2) Corporal punishment or humiliating treatment of a student is prohibited.	
5013155	(1) A student shall show respect and obedience to teachers and other personnel in the school, and shall endeavor to create good relations with other students.	
5014152	(1) A student in the comprehensive school may, at the request of his parents, be exempted from morning assembly, if valid reasons are given. (2) A student may, at the request of his parents, be excused from participation in instruction in religion if he belongs to a religious community that has the government's permission to arrange instruction in religion. (3) This is also applicable to vocational schools, continuation schools and gymnasium.	
5015057	(1) No fees may be charged for instruction in the comprehensive school. (2) This is also applicable to vocational schools, continuation schools and gymnasium.	(1) Exceptions may be made with regard to fees in vocational schools, insofar as the government may decide.
5016153	(1) Children and youth with residence in Sweden, who satisfy the	

	requirements of admission, are eligible as far as places are available, for admission to vocational schools, continuation schools and gymnasium. (2) Requirements for admission to a school, as stated above, may depend solely on objectives of the instruction.
5017152	(1) For children with residence in Sweden, school attendance is compulsory. (2) Compulsory school attendance commences at the beginning of the fall semester in the year during which a child reaches the age of seven, and ends, if not completed earlier, at the end of the spring semester in the year during which the student reaches the age of sixteen.
5017112	(1) For children who, because of defects in vision, hearing and speech, cannot follow instruction in the comprehensive school, compulsory school attendance ends, at the latest, at the end of the spring semester of the year they reach the age of seventeen.
5018152	(1) Children of compulsory school age shall participate in the instructional program of the compulsory school, unless otherwise is implied.
5019150	(1) Children who have not reached compulsory school age, but who have

	attained the required readiness for school, may begin in the comprehensive school at the beginning of the fall semester of the calendar year during which they reach the age of six.	
5020150	(1) Compulsory education may be carried out in public schools other than the comprehensive school or in a private, state-supported school.	(1) Compulsory education may be carried out in other public schools according to regulations set by the government or a body authorized by the government.
5021152	(1) If private instruction can be arranged in the home or elsewhere on a level equivalent to that of the comprehensive school, the child shall be exempted from school attendance.	
5021153	(1) Children exempted from school attendance may be required to take examinations.	(1) If the child, without valid cause, fails to attend or if the child, when examined, is found to have received unsatisfactory instruction the child shall be ordered to attend school if this cannot be remedied in any other way.
5022152	(1)Compulsory school attendance is completed when the student has passed satisfactorily through grade 9 of the comprehensive school or the corresponding grade in other schools or when the student, by a special test, shows that he has equivalent knowledge. Under special circumstances and when it is for the student's best, his school attendance may be terminated at the	

end of the spring semester of the year in which he reaches the age of fifteen.

5023152 (1) If a student, at the end of the compulsory school period, has not succeeded in passing through the ninth grade satisfactorily, he may continue school attendance if he is considered able to benefit from the instruction.

5024150 (1) Parents of children of compulsory school age must ensure that their children attend school.

5025150 (1) If a child of school attendance age fails to attend school owing to defiance by the parents, the county school board may, under threat of a fine, order the parents to keep the child in school. (2) No appeal may be made against such an order. (3) If the order is not obeyed, the board may demand the fine. (4) The fine may not be altered to imprisonment. (5) If the measures mentioned in the first paragraph fail to have the desired effect, or if other good reasons are found, the county school board may order the child to be taken to school by the police. (6) No appeal may be made against such an order. (7) This is not applicable to students who are unable to participate in the instruction in school, owing to defects, prolonged illness, or the like.

5026150 (1) For each comprehensive school, vocational school, continuation school and grammar school there shall be a student enrollment area. If necessary, a special student enrollment area may be formed for a part of a particular school. The student enrollment area shall comprise the municipality responsible for the administration of the school. If required to ensure an efficient organization of the school system, the student enrollment area may also include other municipalities or parts thereof.

5027150 (1) The county school board shall define the student area, unless the government decides otherwise. Before a division is made, the county school board must confer with the municipalities.

5028157 (1) It is the duty of the municipality to establish a comprehensive school of the organization required to receive all eligible children and defray the costs of such a school, insofar as they are not covered by other means.

5029157 (1) If a municipality organizes a comprehensive school, the municipality shall defray the costs of this school, unless they are covered by other means.

5030150 (1) If a school, which is not, according to this Act, or according to special regulations, under the supervision or inspection of a state authority, receives students 21 years old or younger, the respective central state authority shall have the right to inspect the school if necessary. (2) If an inspection reveals that serious mismanagement exists in the school, and if this mismanagement is not remedied by the school's spokesmen, the authorities may close the school.

5031150 (1) If there are several headmasters under the board of education, not more than three of them may be professional representatives at board meetings. (2) For each group of schools or parts of schools, only one headmaster within the group may be such a representative, a junior and intermediate level of the comprehensive school, a senior level of the comprehensive school, the "gymnasium" and the continuation schools and vocational schools. (3) If the headmaster may be assigned to more than one group of schools, he should be identified with one on the basis of his training and experience. (4) If there is a senior headmaster, no special representative shall be assigned for the group of which he is headmaster. (5) If there are two or more headmasters within the same group, they are to choose from among themselves a representative and an alternate. (6) The term of office for representatives and alternates shall be the same as for members of the board of education. (7) In case of retirement before the end of the term, a new representative shall be elected. (8) The school director announces the election, which takes place in his presence, but he may not participate in the election. (9) If requested, a secret ballot shall be held. (10) In case an equal number of votes is cast for each candidate, the election shall be decided by lot. (11) A report of the election is submitted to the board of education.

5032150 (1) If a group is not represented by a headmaster, and there is an assistant headmaster in the group, the assistant headmaster shall be the professional representative. (2) If two or more assistant headmasters in the same group may be considered as representative, they must choose among themselves a representative and an alternate.

5033150 (1) Teachers under the board of education shall choose from among themselves three representatives at the most. (2) If however, the school system comprises only the junior and intermediate levels of the comprehensive school and the number of classes amounts to ten or more, only two representatives may be elected. (3) If the number of classes is fewer than ten, only one representative may be elected.

5034150 (1) If there is only one permanent fulltime post as headmaster under a board of education, the post is combined with a remunerated post as school director [headmaster and school director]. (2) In cases referred to in the Education Act, the chairman of the board of education shall perform the duties of school director.

5035150 (1)If there are two or more permanent full-time posts as headmaster under the board of education, one of the headmasters shall hold a remunerated post as school director [senior headmaster], unless otherwise stated.

5036150 (1) If the school system under a board of education comprises at least 150 points according to Chapter 1, Section 4, there shall be a permanent post of director of education. (2) By permission of the directorate, such a post may be created when the total number of points is 130. (3) When the number of points is at least 500, one or more permanent posts of assistant director of education for school officials directly subordinate to the director of education, if the directorate permits. (4) Application for permission according to the first and second paragraph shall be made to the county school board.

5037156 (1) In the performance of his duties, the school director shall follow the general development of education and ensure that children and adolescents in the municipality receive a satisfactory and up-to-date education, promote the general development of instruction in the respective schools, pedagogical experiments and further training of teachers, plan the educational system of the municipality and work for the necessary collaboration with other municipalities, and encourage cooperation between home and school.

5038156 (1) The school director shall ensure that the activities of the schools develop according to current regulations and that the staff perform their duties effectively. (2) He should also pay visits to the various schools in order to obtain firsthand knowledge of the conditions, coordinate the work of the schools, and at least once during the semester to call a conference of headmasters and assistant headmasters to discuss questions pertaining to the school system, and if necessary, confer with headmasters, teachers, and other personnel, and give advice and instruction required.

5039156 (1) It is the duty of the school director to work for the appointment of good teaching staff, encourage the work of the school library, and ensure that suitable teaching aids are acquired and used, arrange study orientation and vocational guidance and inspect the hygienic situation and the social arrangements of the schools.

5040150 (1) The school director shall, at conferences with the board of education and sections of this board, give necessary information, and, when required, submit reports and act as chairman, see to it that the decisions of the board of education are carried out, participate in meetings sponsored by state authorities to discuss problems of schools, see to it that purchases for the schools are up-to-date, suitable, and as economical as possible, see to it that lists are made of equipment, and educational material, and that such lists are revised regularly.

5040156 (1) The school director shall manage the school office, keep office hours as determined by the board of education, and during

	vacations perform the duties of headmaster during a headmaster's leave of absence if the board of education so decides.	
5041150		(1) The board of education may draw up special instructions for the school director. (2) If necessary, such instructions may differ from what is stipulated. (3) The board of education shall draw up special instructions for the assistant director of education. (4) Such instructions as are mentioned in the first paragraph shall be sanctioned by the county school board.
5042159	(1) The municipality is responsible for school health services for students in the comprehensive school, the "gymnasium" and the continuation school, and for full-time students at municipal vocational schools who are enrolled for at least one academic year.	
5043159	(1) The purpose of the school health services is to preserve the mental and physical health of the students and encourage sound habits. (2) The health service shall be mainly of a prophylactic nature and not concerned with actual medical care.	
5044159	(1) There shall be for a school health service, a medical doctor, school nurse, and suitable housing with the necessary equipment. (2) There should not be more than 1500 students per	

	full-time school nurse, or 1000-1200 "gymnasium" students or continuation school students. (3) In a municipality with a population not exceeding 20,000 people, the district nurse shall, within the framework of her official duties, act as school nurse at the comprehensive school, but not if the comprehensive school is a part of a school unit included in other schools.	
5044157		(1) Travel expenses for the nurse are defrayed by the school health service through the county health service.
5045152	(1) The plan of instruction of the comprehensive school sets principles for the work of the school and general directives for the activities of the school. (2) The plan of instruction also includes time schedules, curriculum guides, instruction in subjects, and groups of subjects and courses.	
5046152	(1) The time schedule includes the number of lessons per week in each course. (2) If it covers several academic years, the schedule is given for each year together with supplementary directives.	
5046151	(1) The curriculum guide includes the objectives and the main contents of the course in each subject or group of subjects.	

5047152		(1) The plan of instruction is submitted by the directorate on the approval of the government.
5048150	(1) The number of weekly classes in the time schedule may be increased.	
5049151	(1) The subjects taught at the junior level are: Swedish, arithmetic, religion, local regional studies, music, handicrafts, domestic science, and physical education. (2) The subjects at the intermediate level are: Swedish, mathematics, English, religion, civics, history, geography, natural science, music, art, handicrafts, domestic science and physical education.	
5050151	(1) In grades seven and eight, the following subjects are mandatory: Swedish, mathematics, English, religion, civics, history, geography, biology, chemistry, physics, music, art, handicrafts, domestic science, and physical educatin.	
5051152	(1) Elective subjects in grades 7 and 8 are given in groups of electives, five in grade 7 and nine in grade 8 according to a table. (2) A group of electives shall be chosen for each student according to the objectives stipulated in the first section of the Education Act of 1962.	(1) If the board of education so desires, art and music may be exchanged for drama.

5052152 (1) Practical vocational guidance shall be organized in grade 8, and unless otherwise decided, shall comprise three whole weeks generally divided into two or three separate work periods. (2) During the work periods, half of the students in the class shall go on a tour to particular industries and other places of work, while the other students receive instruction in the classroom.

5053152 (1) Instruction in grade 9 is divided into nine streams, namely "gymnasium-" preparatory (9g), humanities (9h), general practical (9pr), technical (9t), technical practical (9tpr), commercial (9ht), and mercantile (9m). (2) For each student, a stream shall be chosen in accordance with the first paragraph of the Education Act.

5054152 (1) Mandatory subjects in streams 9g, 9h, 9t, 9m and 9s are Swedish, mathematics, religion, civics, history, geography, biology, chemistry, physics, physical education and child welfare and two of the subjects; music, art and

	handicrafts. (2) Mandatory subjects in streams 9pr, 9tp, 9ha, and 9nt are Swedish, civics, geography, biology, gymnastics and child welfare, and one of the subjects; music, art and English.	
5055152	(1) Elective subjects in grade 9 are given in nine groups of electives.	
5056150	(1) The academic year shall begin in August at the earliest and at the latest the first weekday in September, and end in June at the latest.	(1) The dates of the beginning and end of semesters are fixed by the board of education.
5057152	(1) Instruction may be cancelled during a period corresponding to a maximum of five days each academic year for the planning of school work or further training of in-service teachers under the supervision of the board of education, the directorate or the county school board. (2) At the senior level, instruction may be cancelled in a subject or subjects during a corresponding period.	(1) Programs for the training of teachers during the school year must be approved by the directorate.
5058153	(1) Grades are awarded by numbers 1-5, of which 5 is the highest grade. (2) No other grades may be awarded. (3) The teacher of a subject awards the grades.	
5059156	(1) For every school unit of the comprehensive school there shall be a faculty council. (2) Members of the faculty council are: headmaster,	

who is also the chairman, assistant headmaster and teachers carrying at least twelve hours per week within the school unit. (3) When questions of students' health, and serious shortcomings in a student's conduct are discussed, the school physician shall also be present. (4) If the school unit includes, in addition to the comprehensive school, another school or part of a school, the faculty council, when dealing with only one of the schools shall include only the faculty concerned.

5060156 (1) The faculty council deals with business which, according to this statute or elsewhere, is relevant or which the headmaster may propose. (2) In questions concerning several school units under the leadership of one headmaster, all faculty members shall be present. (3) Under such circumstances, the meeting shall be regarded as one faculty council.

5061156 (1) The faculty council is convened by the headmaster. (2) The headmaster may call a teacher who is not on the faculty, or other personnel, to take part in the faculty council meetings, but those may not participate in the final decisions of the council.

5062156 (1) At least half of the faculty must be present in order to make valid decisions. (2) A simple majority is required for a decision; the chairman has a casting vote. (3) The headmaster shall see to it that minutes are kept

	of the meetings.	
5063150	(1) There shall be a class conference for each grade level. (2) Members of the class conference are the headmaster and assistant headmaster and teachers teaching at the grade level. (3) When questions of health are on the agenda, the school physician shall also be present. (4) The headmaster acts as chairman, or at the request of the headmaster, the assistant headmaster or the class teacher.	
5064151	(1) Those teaching the same subjects, or at the same level or in the same grade, shall meet for subject matter conferences or other necessary conferences.	
5065150	(1) The teachers in the comprehensive school are grouped as follows: theoretical teachers at junior level, intermediate level and senior level, non-theoretical teachers at junior level, intermediate level and senior level, and vocational teachers at junior level, intermediate level and senior level.	
5066150	(1) In a municipality there shall be at least one headmaster of a comprehensive school, unless otherwise stipulated in the Education Act. (2) If the total number of points for a municipal school system with one headmaster of a comprehensive school, amounts to 71 or more, the number of permanent headmaster posts shall be increased as	(1) Application concerning exceptions from the regular point system for permanent headmaster posts are made by the county board of education.

follows: 2 permanent headmaster posts up to 71 points, 3 posts for up to 111 points, 4 posts for up to 151 points and 5 posts up to 201 points. (3) For each additional 50 points one additional post. (4) Under special circumstances the number of headmaster posts may be determined as follows: for up to 50 points 2 posts, for up to 90 points 3 posts, for up to 130 points, 4 posts and for up to 180 points, 5 posts. (5) Under these circumstances, one post shall be added for each additional 50 points. (6) For special reasons, a smaller number of permanent posts may be permitted.

5067156 (1) Within his sphere of activities, the headmaster shall, under the board of education and the school director, supervise the work of the school and see to it that it is carried out according to valid regulations, be the leader of the staff and see to it that the members perform their duties, promote cooperation between school and home, and, in consultation with the school physician, supervise the health services of the school, after conferring with the faculty council draw up school rules, fulfill the other duties of the headmaster as laid down in valid regulations or by special directives of the board of education.

5068156 (1) In respect of instruction, the headmaster shall take the initiative to necessary improvements and encourage educational experiments, see to it that teachers are appointed, and receive proper assignment, promote the further training of teachers and see to it that the less experienced teachers receive help and advice, attend classes from time to time, inspect students' school work and the evaluation procedures in class, when necessary, confer with teachers on the situations he has observed and give advice and make recommendations, and inspect institutions, libraries, and other teaching and learning aids, and see to it that they are used efficiently.

(1) In respect of school administration, the headmaster shall make decisions on behalf of the board of education on issues entrusted to him by the board according to the Education Act, when necessary, attend and lead the discussion at meetings of the board of education or a section of this board, or meetings called for by the school director, participate in meetings concerned with the educational system, convened by government authorities, give the board of education the necessary assistance regarding transportation of students and on the social objectives of the school, be responsible for buildings, furniture, equipment, and teaching

		material, and make regular inventories and, manage the school office and keep regular office hours.
5070156	(1) The assistant headmaster shall help the headmaster to supervise the school work, especially with tasks of a pedagogical nature.	(1) More detailed regulations regarding the duties of the assistant headmaster are set by the board of education on the recommendations of the headmaster and assistant headmaster.
5071050	(1) Instruction in the "gymnasium" is based on the comprehensive school and serves as a basis for further education at universities and other schools of higher learning and for immediate entry into the labour market.	
5071120	(1) Special regulations are set concerning state supported evening "gymnasium" for adults and supplementary courses for the technical stream.	
5072050	(1) The "gymnasium" comprises three-year and four-year courses.	
5072052	(1) The first year has joint general courses for all students, and four elective groups, namely a humanities-social science (Hum-Sh), and economics (Ek), a natural science (Na) and a technical (Te). (2) In the second, third and fourth year the program is divided into streams, branches and special programs.	

5073052	(1) The "gymnasium" in a municipality comprises the education in the first year common to all students.	(1) The elective groups, streams, branches, and special programs are decided on by the directorate.
5074052	(1) The objectives for the "gymnasium" are given in the plan of instruction for the "gymnasium." (2) The plan also includes general regulations for the activities of the "gymnasium" time schedules, curriculum guide, general instructions and comments on subjects and courses.	(1) The plan of instruction is drawn up by the government or, the education authorities on the approval of the government.
5075052	(1) Students in the second, third or fourth years with manifest difficulties in their studies, may be exempted from instruction in a maximum of two mandatory subjects [shorter courses of study].	
5076052	(1) Students in the third year shall alone or in cooperation with another student or other students, perform special work in addition to instruction in the subjects. (2) The plan of instruction makes further stipulations concerning subjects; special work M and special work K of the fourth year.	
5077052	(1) Students in the "gymnasium" are divided into classes. (2) Students in the same year of study and with the same elective group, stream, branch or special program attend the same class, as	

	far as possible. (3) A class may consist of 30 students, unless the county board of education permits a higher number.	
5078153	(1) Students who have completed grade 9 of the comprehensive school and those with equivalent knowledge are qualified to enter the first year of the "gymnasium." (2) Those who have necessary education or practical experience or who have completed the lower secondary school examination are qualified for admission to the first year of the "gymnasium." (3) Other education does not qualify for entrance to the "gymnasium."	(1) The directorate issues further regulations regarding minimum standards in certain subjects.
5079153	(1) Selection of students from among qualified applicants to the first year of the "gymnasium" is based on the ordinance concerning the evaluation of grades in the comprehensive school. (2) Grades in physical education are not included if lower than the average of the other grades in the applicant's final grade average in the comprehensive school or of grades awarded to the applicant for a special examination.	
5080052	(1) Students in 2nd, 3rd, or 4th year of study may choose the stream according to their knowledge and skills and from which program they may best benefit.	

5081052	(1) Students selection of streams in the second year shall be based on the elective group included in the first year of study. (2) Students in 3rd or 4th year of study shall be assumed capable of following instruction in the same stream as they belonged to during the previous school year. (3) Students, who, in 3rd year of study, belonged to the technical stream shall also be assumed capable of benefiting from instruction in the natural science stream.	
5082052	(1) Regulations governing choice of stream are also applicable to choice of branch or special programs for the 3rd year of study. (2) During the 4th year, students shall be assumed to be able to benefit from instruction in one of six available branches directly related to one of four branches studied in 3rd class.	
5083053	(1) The class conference shall examine students' qualifications to choose stream, branch of special programs in class 2, 3 or 4. (2) A student in class 2, 3 or 4 has the right, at the beginning of the fall semester, to be examined, to verify that he has the necessary knowledge and skill required for a particular stream, branch or special program. (3) The examinations are	(1) Testing requirements for each elective group in class 1 are issued by the school directorate according to minimum standards.

arranged by teachers in the order prescribed by the headmaster.
(4) Following the tests of knowledge the students' qualifications are examined by the respective class conference. (5) The teachers who make the test of knowledge are present at the conference meeting.
(6) If a student wishes to move from one stream to another, it should be done at the transfer from class 1 to class 2. (7) The student shall be tested at the beginning of the fall semester in the subject or subjects given below. (8) The student may, however, be allowed to attend classes in the desired stream during the first month in class 2, and during this period take the necessary tests.

5084053 (1) A leaving certificate is granted even when a student leaves the "gymnasium" prematurely. Final grades and leaving certificates are issued by the headmaster.

5085053 (1) A student who has completed the course in the economics stream is a gymnasium economist. (2) A student who has completed the four-year course in the technical stream is a gymnasium engineer.

5086150 (1) In a school unit including a "gymnasium" there shall be a permanent post of headmaster, unless the government decides otherwise.

		In a school unit including a "gymnasium," there shall be a permanent assistant headmaster's post, on the approval of the directorate.
5037154	(1) Anyone qualified to hold a permanent post as a teacher at a school included in the unit is qualified to hold the post of headmaster. (2) Under special conditions, a person, not qualified to hold a permanent teaching post, may be appointed headmaster.	
5038156		(1) Before the headmaster issues school rules, he shall confer with the coordination board.
5039156	(1) The assistant headmaster shall help the headmaster to supervise the school work, especially with tasks of a pedagogical nature.	(1) More detailed regulations regarding the duties of the assistant headmaster are set by the board of education on the recommendations of the headmaster and assistant headmaster.
5030154	(1) It is the duty of the headmaster and assistant headmaster to teach a total number of weekly classes as proposed by the headmaster for each academic year. (2) The number of classes to be taught are based on points for a school unit. (3) The number of classes is set by four categories varying from 20-24 to 8-12 per week. (4) The number of classes for senior headmasters is set by	

four parallel categories varying from 15-19 to 3-7 per week.

5091150 (1) In a school unit including a "gymnasium," there shall be a senior teacher for each subject. (2) If a school other than a "gymnasium" is found in the school unit, the same teacher shall be the senior teacher for the whole unit. (3) The same teacher may be the senior teacher in several subjects, according to regulations issued by the directorate.

5092050 (1) Teachers at the "gymnasium" are senior masters and assistant masters [teachers of theoretical subjects], teachers of art and music history, music, art, drama and physical education [teachers of non-theoretical subjects], teachers of shorthand, typing, office technique and practical secretarial work.

5093150 (1) In a school unit including a "gymnasium" there shall be a superintendent of instruction for each subject area. (2) In the natural sciences and technical subjects there are remunerated posts as for superintendents of instruction. (3) The superintendent of instruction shall be a teacher in a particular subject area within the school unit.

5094154 (1) Posts as school officials are open to both men and women unless otherwise stated in these regulations or in other government ordinances.

5095154 (1) If a vacant post is to be announced, the board of education shall, unless otherwise stipulated, advertise the post in the official government periodical, three weeks being allowed for applications, counting from the day the announcement appears. (2) When the authorities have made recommendations for vacancies, the openings shall immediately be issued at the office of the respective authority. (3) The announcement shall include the date of issue. (4) The same procedure shall be followed when the authorities decide that no such posts are to be filled. (5) Only persons who have applied for advertised vacant posts within the time stipulated shall be considered for appointment. (6) For special reasons, however, a late applicant may be considered for the post.

5096154 (1) Applications for posts announced vacant shall be made to the government if the appointments are made by the government, otherwise to the respective authority. Applications are sent to the board of education.

5097140

(2) Applicants for a post must submit an approved account of their qualifications and other documents required. (3) At the request of the authority, the applicant shall present his birth certificate, certificate of state of health, and other documents that may be needed. (4) Authorized copies of grades and certificates shall be submitted. (5) An applicant shall, if requested, submit the originals of all documents. (6) The authority making appointments to posts may exempt applicants from the stipulations in No. 2. (7) The directorate may decide that an applicant be allowed to refer to documents kept in the directorates qualification files instead of submitting documents.

(1) The Ministry of Education is responsible for the following areas: art, literature, music, theatre and films; archives, libraries and museums; voluntary adult education; youth activities; the Church of Sweden and other denominations; schools; higher education and research, and other scientific work; teacher training; student social and welfare activities; international cultural cooperation; all to the extent that such matters are not the responsibility of another department.

(1) The Ministry of Education is responsible for the following areas: the school directorate, the state textbook board, the central committee for international exchange, county school board, comprehensive schools, primary schools, continuation schools, nomadic schools, special schools and other state schools for students with impaired sight or hearing and speech defects; "gymnasia", vocational continuation schools, municipal vocational schools, and other schools for vocational training which do not come under the province of another department, state schools for adults, municipal schools for adults, state lower secondary schools, municipal secondary schools, private schools, schools of navigation, schools of industrial arts, schools for midwives, schools for nurses, the state institute for the further training of nurses, folk high schools, the University Administrative Center, the planning and equipment board for universities and colleges, selection board for training in business economics and administration, the universities, the "Karolinska Medico-Kirurgiska Institut," universities of technology, universities of commerce, the school of pharmacy, the Institute of Journalism, schools of sociology, the Institute of Physical Therapy, institute for labor market

problems, the Nordic Institute for African Studies, scientific research councils, which do not come under the authority of another department, research institute for nuclear physics, schools of education, teacher training colleges, training schools of physical education and athletics, schools of domestic science, training college for teachers of handicrafts, training colleges for teachers of pre-primary school children, institute of pedagogy, other schools for teacher training which do not come under the authority of another department; central board for study loans and boards for the granting of scholarships.

(1) The school directorate is the central authority for questions pertaining to the educational system, insofar as it does not come under the supervision or leadership of another state authority directly under the government. (2) The sphere of activities of the directorate includes supervision of the instruction of children of compulsory school age, schools and activities pertaining to schools to which the Education Act of 1962 can be applied, schools and education for children, adolescents and adults, and relevant activities organized by the state or, with state grants, by municipalities, counties or private bodies,

public adult education including folk high schools, public libraries, and independent adult education, the training, further training and higher education of teachers and other public servants.

(1) It is the duty of the directorate to: see to it that instruction is renewed continuously in respect of content and methods, developed and improved in keeping with the progress of research and development in public and private administration, the economy and the labour market and in other branches of society, attention being paid also to the situation in other countries; maintain general coordinated planning, direction and organization of the educational system, bearing in mind both the individual's need of and wishes for education, and society's need of educated labor, follow closely and support regional and local planning and promote efficient methods of planning; follow the development of the costs of the school system and see to it that the resources are utilized effectively; work to ensure that the administration of the educational system, use efficient work technique for more efficient service; support and encourage educational activities on the local and regional levels by information, advice and other measures; see to it that

knowledge of educational development is spread rapidly among authorities and other responsible persons, and individuals related to educational development.

5101140 (1) Members of the directorate are: a director general who is also the chairman for the directorate, a deputy director general, who is vice-chairman for the directorate, and nine other officials appointed by the government. (2) Of the officials appointed by the government: one shall be conversant with problems of the labour market; one shall be chosen to represent the interests of universities; one shall represent the interests of employers in industry; one shall represent the interest of employers in commerce; one shall represent the employers in health services; three shall represent employees' interests; one shall represent municipalities. (3) Alternates for each of these members are appointed by the government.

5102140 (1) The director general is the head of the directorate. (2) The deputy director general is the director general's alternate. (3) The directorate consists of five departments; a department of general instruction, a department for vocational education, a department for teacher training and

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educational development, a department for planning, and a department for administrative problems. (4) Each department is headed by a school counselor. (5) There are sixteen bureaus in the directorate, within the departments as determined by the directorate, and a bureau for adult education. (6) Each bureau is headed by an education counselor. (7) The directorate has a chief medical officer for schools, whose duty it is to head and supervise school health services and school hygiene. (8) Two divisions are in charge of information, planning and research.

(1) According to the Education Act of 1962, the boards are responsible for comprehensive schools, units of special schools, municipal vocational schools and vocational continuation schools, state and municipal upper secondary school and related activities, and for other instruction referred to in the Act. (2) The boards are also responsible for the following schools and their activities: primary schools and continuation schools, state schools for children with vision, hearing or speech defects, nomadic schools, state lower secondary schools and higher municipal schools, state supported private schools, schools of navigation, vocational schools established by county municipalities

or private bodies under the supervision of the school directorate as central administrative authority, other schools, insofar as the government decides. Regarding schools and institutions referred to in the Act of 1954, on the instruction and care of mentally retarded students, the board shall, at the request of the appropriate authority, supervise the instruction. (4) The board in the county of Norrbotten is responsible for the nomadic schools in the realm, and shall encourage other educational activities among the Lapps.

(1) It is the duty of the boards to: promote the development of the educational system and experimental activities and educational-psychological activities at the schools; ensure after consultation with other planning bodies or institutions within the county, efficient order of the educational system and make necessary precautions for the schools in the event of war or threat of war; ensure that the work of the schools is performed efficiently, and to see to it that it proceeds according to current regulations; control the acquisition of teaching and learning aids and the dissemination of information on the educational system; encourage further training of teachers,

		and, as far as means permit, arrange courses for in-service teachers; take responsibility for the inspection of schools under the supervision of the board.
5105150		(1) The regulations in Section 22 of the Education Act apply to members and alternates of the board. (2) The government appoints one member of the board to be chairman. (3) The board appoints the vice-chairman from among its members. (4) Of the members and alternates: those appointed by the school directorate shall have pedagogical knowledge and experience; those appointed by the county administration shall be attorneys in public service or judges; those appointed by the county council or borough council shall have shown interest in education.
5106092	(1) The objectives of teacher training colleges is to train teachers according to scientific principles, for the junior level and intermediate level of the primary schools, special teachers for the comprehensive school and special schools, and subject teachers for the comprehensive school, the upper secondary school, the vocational continuation school and vocational schools, and other categories of teachers	(1) At teacher training colleges other personnel for the school system are to be trained according to regulations issued by the government.

mentioned in this statute and in other regulations issued by the government. (2) It is the duty of teacher training colleges to carry on educational research, and to collaborate in other work of development in the school system. (3) At the large teacher training colleges, research is to be performed in areas of importance for the school system. (4) By large teacher training colleges referred to in this statute is meant colleges with at least one junior level department, one intermediate level department, a department for subject-teachers, and a department of further training. (5) By small teacher training colleges is meant a school with only a junior level department and an intermediate level department.

5107096 (1) The school directorate is the central authority for the teacher training schools.

5108096 (1) Teacher training colleges are headed by a principal. At a teacher training school there may be one or more assistant principals and a head for the department of further training as determined by the government.

5109096 (1) At each teacher training college, there shall be a principal's board, a teachers' committee and education boards.

5110092	(1) There shall be institutes for training, research and other activities at the teacher training colleges.	
5111092	(1) Experiments and demonstrations included in the activities of teacher training colleges shall be carried out in school units with a comprehensive school, a upper secondary school or vocational continuation school in the same municipality as the teacher training college is located. (2) Student teaching is assigned partly to the same schools as the experiments and demonstrations, and partly to other school units with a comprehensive school, an upper secondary school, vocational continuation school or municipal vocational school, within or outside the municipality in which the teacher training college is located, and partly to other types of educational institutes as determined by the school directorate.	(1) It is the duty of the municipality to place at the disposal of the teacher training school, a school unit, with a comprehensive school, an upper secondary school or vocational continuation school, the teacher training school needs for experiments and demonstrations or student teaching.
5111090		(1) The government makes the decisions as to which school or schools are to be selected for the use of the teacher training school. (2) Before student teaching is organized, the board of education must be consulted.

5112090 (1) A teacher training college shall collaborate continuously with other teacher training colleges and other teacher training institutes and with universities and other bodies concerned with the activities of the teacher training colleges.

5113092 (1) The objectives of the teacher training colleges is to give the students such knowledge and skills as are required for them to contribute actively as teachers in maintaining high standards in the schools to which they are appointed. Teacher training colleges must ensure that: the students obtain a basic knowledge of education, educational research and development and methods of work; the student acquire good knowledge and skill in subject methods, not referring to those enrolled in the department for subject-teachers, and subject theories; the students obtain basic practical skill in teaching; the students are given insight into the teacher's task of encouraging the personal development of his students and of the basic values included in the curricula of the school system, and; the students become interested in following the work of educational research and development and to renew, develop and improve their teaching in line with the progress and development of research.

5114092 (1) The training of teachers at teachers training colleges embraces teacher training [basic teacher training] and training for teachers who have already taken the basic course of training [further training and advanced education].

5115092 (1) The basic training of teachers at the teacher training colleges comprises the following departments of teacher training: junior level department for the training of primary school teachers and intermediate level department for the training of primary school teachers, and a department for subject-teachers for the practical-education training of subject teachers.

5116092 (1) The purpose of the further training is to give the students knowledge and skills beyond the framework of previous basic teacher training.
(2) Further training includes a teacher training department, a special teacher training department and other training according to regulations laid down by the government.

5117092 (1) Teacher training in the junior level department lasts for five semesters.

5118092 (1) The training in the junior level department includes a basic course for all. (2) Each student shall also take two elective courses.

5119091	(1) The basic course in the junior level department includes subject theoretical training in Swedish, English, mathematics, orientation subjects, art, music and physical education, and methods related to these subjects, education, courses in speech, school hygiene, teaching aids and hand-writing, and student teaching. (2) The orientation subjects include religion and local regional studies. (3) Student teaching includes observation and practice classes as well as a student teacher semester which is combined with work as a teacher in the junior level department of a comprehensive school.
5120091	(1) Elective course 1 in the junior level department includes subject theoretical training in one of the following subjects: Swedish, English, mathematics and orientation subjects, and methods in connection with this subject. (2) Elective course 2 includes subject theoretical training in one of the following subjects: art, music, and physical education, and method in connection with this subject. (3) Decisions regarding student's subjects in elective courses will be made in consultation with the principal, who must take into consideration students' wishes as far as possible.

5121092 (1) The intermediate level department includes a basic course for all students. Each student shall also take three elective courses.

5122091 (1) The basic course in the intermediate level department includes subject theoretical training in Swedish, English, mathematics, orientation subjects, art, music, physical education, methods relating to these subjects, education, courses in speech, school hygiene, teaching aids and handwriting, and student teaching. (2) The orientation subjects include religion, history, civics, geography, biology, chemistry and physics. (3) Student teaching includes observation and practice lessons as well as a student teacher semester which is combined with work as a teacher in the intermediate level department of a comprehensive school.

5123091 (1) The elective courses in the intermediate level department comprise: elective course 1, subject theoretical training in one of the following subjects: Swedish, mathematics, religion, local regional studies and chemistry, and methods in connection with this subject; elective course 2 includes subject theoretical training in one of the following subjects: English, history, geography, biology, and physics, and method in connection with this subject; elective course 3 includes subject theoretical training in one of the subjects music and physical education, and method in connection with this subject. (2) Within the framework of elective courses 1 and

	2, the student shall take a course of training in the subject combinations Swedish-English, mathematics-physics, religion-history, regional studies-geography and chemistry-biology. (3) Decisions regarding students' subjects in elective courses referred to in section 22, paragraph three, are also applicable to the intermediate level department.	
5124092	(1) The department for subject-teachers comprises a pre-practical education training, courses for students studying at universities or colleges and toward terminal practical education training.	
5125092		(1) The government issues regulations concerning the pre-practical education training in the department for subject-teachers.
5126092	(1) The final practical education course comprises two semesters.	
5127092	(1) The final practical education course in the department for subject-teachers includes methods, education, courses dealing with teaching aids, oral presentation, speech and student teaching. (2) Training in method and student teaching are arranged in conjunction with two or three subjects taught in the comprehensive school, the upper secondary school or the vocational continuation school.	

5128090

(1) In addition to this statute, further regulations for the activities of the department of further training may be issued by the government or the school directorate.

5129090

(1) The number of students to be accepted during an academic year in each department is determined by the government. (2) The government assigns a number of students to each department within the teacher training colleges. (3) The school directorate decides how many students are to be admitted each year. (4) For each teacher training college, the school directorate decides how many students are to be accepted in each subject in the elective courses in the junior level departments or the intermediate level departments. (5) With regard to the final practical education training in the department for subject-teachers, the school directorate decides for each teacher training college the number of students for whom training in method and student teaching are to be arranged in conjunction with the groups of subjects referred to in section 34.

5130096

(1) The principal is the head of a teacher training college.
(2) He is mainly responsible for the fulfillment of the tasks of the

teacher training colleges. (3) It is the duty of the principal: to maintain good conditions at the teacher training college for training and research; to take the initiative to measures to encourage continuous renewal and development within the educational system; to ensure that valid regulations are observed; to announce the necessary regulations and instructions for the teacher training school in addition to those issued by the state accounting and audit bureau or the school directorate; to act as supervisor of the personnel of the college; to be responsible for the financial administration of the teacher training college; to submit to the school directorate estimates of costs; to send every year, according to special directives, financial statements to the state accounting and audit bureau.

5131096 (1) The following types of business are decided by the principal and the principal's board, namely: important questions concerning training, educational research, or research at the teacher training college; important question of buildings and grounds; proposals for requests for grants; other issues that the principal may consider relevant. (2) If the business is, according to the first paragraph, so urgent that the principal's board has no time to meet to deal with the question, the principal may himself arrive at a decision. (3) Urgent decisions made by a principal alone must be reported to the next meeting of the principals' board.

5132096 (1) The principal's board is an advisory body for the principal.

5133096 (1) The principal's board consists of three teachers at the teacher training school and two students. (2) Under special circumstances, the principal or the principal's board may, decide that a teacher at the teacher training college or a teacher working in a school unit in connection with the college for experiments or demonstrations or practical training, shall participate as a member of the board.

5134096 (1) The teachers' committee shall supervise the work at the teacher training college and propose to the principal any measures that may be necessary and suitable. (2) Important decisions for the teacher training college are made by the teachers' committee.

5134092 (1) It is the duty of the teachers' committee to see to it that training is carried out in accordance with pedagogical development, and is properly coordinated; to take the initiative to measures to encourage the activities of the teacher training college; to observe the conditions of students and the results of their studies; to work for understanding and collaboration between teachers, other personnel and students.

5135096 (1) Teachers working in a department of teacher training shall, at the request of the principal and under his supervision or the supervision of some other faculty member that he may choose, meet at least once each semester to discuss problems concerning work in the department of teacher training or students' achievement and conditions of their work.

5136090 (1) There shall be an education board for each department of teachers training.

5137096 (1) The education board shall devote its attention to conditions of study, follow the results of students' work, collaborate with relevant scholarship boards, deal with questions of the content and organization of studies, promote cooperation between all engaged in the department of teacher training, and propose proper measures to the principal, the principal's board or the teachers' committee.

5138092 (1) At each teacher training college, there shall be an institute of education, one for methods for the junior level, one for methods for intermediate level, one for the use of teaching aids and one for subject method and subject theory for each of the following subjects: Swedish,

	English, mathematics, religion, history, local regional studies, geography, biology, chemistry, physics, art, music and physical education. (2) At a large teacher training college, there shall also be an institute for subjects methods for each subject in which training in subject method is provided in the department for subject-teachers and does not correspond to subjects according to the first paragraph. (3) Under special conditions, the institute may embrace two or more subjects. If a teacher training college has a department for special teachers, it shall also include an institute for special teaching methods.	
5139080	(1) The task of a university is to perform research and provide education based on scientific principles. (2) Each university comprises teachers, other staff and registered students.	(1) Other education and training may also be regulated according to special statutes.
5140080		(1) The university administrative center is the central authority for the universities. (2) The direct administration of each university is exercised by a university council. (3) At each university there is a president's post, held by a "rektor." (4) A director of administration or some other administrators assist the president in the administrative affairs.

		(5) Some of the duties of the "rektor" may be performed by a vice president.
5141080	(1) At a university there are, for the scientific collaboration and for the organization of instruction and examinations for certain types of education, faculties, and in some cases divisions according to special statutes. (2) Special institutes and bureaus direct research and instruction in certain subjects and for certain general functions.	
5141086	(1) The work of a faculty or division is supervised by a dean and an assistant dean, unless these duties are performed by someone else.	
5142084	(1) Teachers and other staff are engaged as stipulated in valid directives and other special ordinances in accordance with needs and available means. (2) Teachers at a university are professors, associate professors, assistant professors, tutors, "prosektors," "lektors," "docents," special lecturers, foreign lecturers in modern languages, junior lecturers, department dentists, research assistants, assistant instructors and instructors of particular subjects.	(1) Special regulations deal with the appointment of supervisors at the university to supervise certain activities.
5143088		(1) All the property of the university is administered under the same

responsibility as other public property.

5144086 (1) The university council shall, as the directorate of the university, supervise the scientific work, economic affairs and administration, and other matters pertaining to the university, unless these duties are the responsibility of another body.

5145080 (1) The university council shall consist of the following members: the president, who is the chairman, the vice-president, the deans, and the head of administrative affairs, if he is a director of administration and at a university which includes a department of medicine. (2) At the Goteborg School of Economics and the Pharmaceutical Institute one member is elected by each faculty respectively.

5146086 (1) The office of the president shall have the immediate supervision of everything concerning the university, work for good conditions for research and study, and ensure that instruction and examinations are duly administered. (2) It is the duty of the office of the president to supervise the administration of the institutes and bureaus of the university, and to appoint directors of such institutes and bureaus.

5147082	(1) A faculty and division shall, each within its own scope, promote research, take responsibility for the organization of instruction in accordance with the provisions of the examination regulations, and otherwise carry on the responsibilities stated in this statute and other regulations issued by the government, or the university administrative center. (2) It is the special duty of the faculty or a division: to promote scientific collaboration between personnel at institutes and research workers at the university and at other research institutes and academic education institutions; to work in collaboration with other university faculties and other academic education institutions, to adopt education to the advance of research in accordance with need, development and economic advancement, and to coordinate these programs efficiently; to ensure that instruction and examinations are duly administered.	
5147087		(1) A faculty and division shall, each within its own scope, submit annual proposals to the university administrative center, requesting funds and other aids to be presented to the government the following Parliamentary year; to recommend to the relevant authorities as soon as the need arises, any steps that may be proper or necessary.

5148082	(1) For research and instruction within a certain field of subjects, teachers and other faculty shall form an institute for a field of subjects as prescribed. (2) Two or more institutes may form an institute group for common activities.
5148088	(1) All proper buildings, grounds, collections, equipment and other material is the property of the university or institute using it.
5149086	(1) The division into institutes and groups of institutes at a university is determined by the university administrative center unless otherwise decided by the government.

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APPENDIX

APPENDIX

Laws (relevant data) selected for the study.[*]

DENMARK

001-016[**] Act Concerning Upper Secondary Schools, No. 165, June 7, 1958 (Lov om gymnasieskoler)

017-056 Law Concerning the Administration and Supervision of the Municipal School System, No. 331, February 22, 1962. (Bekendtgørelse af Lov om det kommunale skolevæsens styrelse og tilsyn)

057-089 Law Concerning the Primary School, No. 279, July 8, 1966. (Bekendtgørelse af Lov om folkeskolen)

FINLAND

001-003 Law Concerning Training Schools for Primary School Teachers, No. 5, January 9, 1958. (Lag om folkskollärarseminarier)

004-007 Statute Concerning Curricula in Secondary Schools, No. 196, March 12, 1948. (Förordning om lärdomsskolornas läroplaner)

008-010 Law Concerning the Dental System in Primary Schools, No. 297, May 17, 1956. (Lag om tandläkarväsendet vid folkskolorna)

011-012 Law Concerning Medical Services in Primary Schools, No. 362, October 31, 1952. (Lag om läkarbefattning vid folkskolorna)

013 Statute Concerning Medical Services in Primary Schools, No. 123, February 20, 1952. (Förordning om läkarbefattning vid folkskolorna)

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[*] Dates for amendments are not included.

[**] Identification number, the 2nd, 3rd and 4th diget in the Juxtaposition coding. Each number represents a single section of the act. (See p. 71.)

014-015 Law Concerning Aid to Secondary School Students, No. 439, July 22, 1949. (Lag om understödjande av skolgången för elever i läroverken)

016 Statute Concerning Practical Pedagogic Training and Teaching Tests for Prospective Secondary School Teachers, No. 338, June 17, 1955. (Förordning om auskultering och undervisningsprov för blivande läroverkslärare)

017 Statute Concerning Dental Services in Primary Schools, No. 551, November 2, 1956. (Förordning om tandläkarväsendet vid folkskolorna)

018 Statute Concerning Tuition Fees in State Secondary Schools, No. 230, July 20, 1933. (Förordning angående terminsavgifterna vid statens lärdomsskolor)

019-021 Statute Concerning School Administration, No. 22, August 8, 1872. (Förordning om skolordningen)

022-033 Statute Concerning Private Secondary Schools, No. 23, January 19, 1951. (Förordning om privata läroverk)

034 Law Concerning State Subsidies for Private Secondary Schools, No. 493, October 6, 1950. (Lag om statsunderstöd åt privata läroverk)

035-050 Statute Concerning Primary Schools, No. 321, July 23, 1958. (Folkskolförordning)

051-054 Law Concerning the Establishment and Maintenance of Private Schools and Reformatory Schools, No. 26, March 5, 1919. (Lag angående inrättande och upprätthållande av privata skolor och uppfostringsanstalter)

055-064 Statute Concerning the School Directorate, No. 65, February 1, 1957. (Förordning om skolstyrelsen)

065-111 Law Concerning Primary School Education, No. 247, August 1, 1957 (Folkskollag)

112-114 Statute Concerning Parents' Councils, No. 75, March 10, 1924 (Förordning om föräldraråd)

ICELAND

001-005 Law Concerning Councils for Education, No. 19, May 7, 1928. (Lög um fræðslumálanefndir)

006-008 Law Concerning State Publication of Textbooks, No. 51, April 7, 1956. (Lög um ríkisútgáfu námsbóka)

009-016 Law Concerning School Administration, No. 35, May 19, 1930. (Lög um fræðslumálastjórn)

017-018 Law Concerning State Audio-Visual Center, No. 54, March 29, 1961. (Lög um fræðslumyndasafn ríkisins)

019-022 Law Concerning Health Provisions in Schools, No. 61, June 8, 1957. (Lög um heilsuvernd í skólum)

023-026 Law Concerning Schools for the Hard-of-Hearing, No. 13, March 31, 1962. (Lög um heyrnleysingjaskóla)

027-029 Law Concerning Institutions for the Mentally Retarded, No. 53, April 22, 1967. (Lög um fávitastofnanir)

030-039 Law Concerning School System and Compulsory Education, No. 22, April 10, 1946. (Lög um skólakerfi og fræðsluskyldu)

040-053 Law Concerning School Expenses, No. 49, April 29, 1967. (Lög um skólakostnað)

054-089 Law Concerning the Education of Children, No. 34, April 29, 1946. (Lög um fræðslu barna)

090-135 Law on Secondary Education, No. 48, May 7, 1946. (Lög um gagnfræðanám)

136-147 Law Concerning Upper Secondary Schools, No. 58, May 7, 1946. (Lög um manntaskóla)

148-175 Law Concerning the University of Iceland, No. 60, June 7, 1957. (Lög um Háskóla Íslands)

176-180 Law Concerning the Education of Teachers, No. 16, March 12, 1947. (Lög um menntun kennara)

181-192 Law Concerning the Teacher Training School of Iceland, No. 23, April 26, 1963. (Lög um Kennaraskóla Íslands)

193-194 Law Concerning the Home Economics Teacher Training School of Iceland, No. 63, May 18, 1965. (Lög um Húsmæðrakennaraskóla Íslands)

195-198 Physical Education Law, No. 49, April 7, 1956. (Íþróttalög)

199-203 Law Concerning the Technical School of Iceland, No. 25, April 26, 1963. (Lög um Tækniskóla Íslands)

204-205 Law Concerning the School for Cooks and Stewarts, No. 82, June 5, 1947. (Lög um Matsveina- og veitingaþjónaskóla)

206-208 Law Concerning the Icelandic School of Nurses, No. 35, April 18, 1962. (Lög um Hjúkrunarskóla Íslands)

209-211 Law Concerning Agricultural Schools, No. 55, April 20, 1963. (Lög um bændaskóla)

212-216 Law Concerning Home Economics Education, No. 49, May 7, 1946. (Lög um húsmæðrafræðslu)

217-221 Law Concerning the State Horticultural School, No. 91, June 23, 1936. (Lög um garðyrkjuskóla ríkisins)

222-224 Law Concerning the National Theater, No. 86, June 5, 1947. (Lög um Þjóðleikhús)

225-227 Law Concerning the School for Mid-Wives, No. 35, May 20, 1964. (Lög um Ljósmæðraskóla Íslands)

228-229 Law Concerning the Icelandic School of Arts and Crafts, No. 38, May 11, 1965. (Lög um Myndlista- og handíðaskóla Íslands)

230-232 Law Concerning the Navigation School in Reykjavík, No. 84, August 15, 1966. (Lög um stýrimannaskólann í Reykjavík)

233-237 Law Concerning the Navigation School in Vestmannaeyjar, No. 73, December 31, 1964. (Lög um stýrimannaskóla í Vestmannaeyjum)

238-240 Law Concerning Engine Mechanics Education, No. 67, May 10, 1966. (Lög um vélstjóranám)

241-256 Law Concerning Trade Education, No. 68, May 11, 1966. (Lög um iðnfræðslu)

NORWAY

001-009 Law of July 28, 1949 Concerning Folk High Schools. (Lov 28. juli 1949 om folkehøgskular)

010-031 Law of February 11, 1938 Concerning Teachers' Training Colleges and Examinations for Elementary School Teachers, (Lov 11. februar 1938 um lærarskular og prøvor for lærarar i folkeskulen)

032-036 Law of June 16, 1961 Concerning Training Qualifications for Teachers. (Lov 16. juni 1961 om utdanningskrav for lærarar i skolen)

037-042 Act of November 12, 1948, Concerning Correspondence Schools. (Lov 12. november 1948 om brevskular)

043-045 Act of July 8, 1954 on Experiment in Education. (Lov av 8. juli 1954 om forsøk i skolen)

046-080 Law of June 12, 1964, Relating to Lower Secondary Schools and Upper Secondary Schools. (Lov av 12. juni 1964 om realskoler og gymnas)

081-098 Act of November 23, 1951 Dealing with Special Schools (Lov av 23. november 1951 om spesialskoler)

099-131 Law of December 9, 1955 Concerning the University of Oslo. (Lov av 9. desember 1955 om Universitetet i Oslo)

132-165 Law of April 10, 1959 Concerning the Primary School. (Lov 10. april 1959 om folkeskolen)

SWEDEN

001-030 The Education Act, No. 319, June 6, 1962 (Skollag)

031-096 School Code, No. 439, 1962, According to Laws No. 319, June 6, 1962. (Kungl. Maj:ts Skolstadga)

097-098 Statute Concerning the Departments of Government, No. 214, 1963. (Kungl. Maj:ts Stadga Angaende Statsdepartementen)

099-102 Directives for the School Directorate, No. 737, 1965. (Kungl. Maj:ts Instruktion För Skolöverstyrelsen)

103-105 Directives for County School Boards, No. 741, 1965. (Kungl. Maj:ts Instruktion För Länsskolnämnderna)

106-138 Statute Concerning the Teacher Training Colleges, No. 318, 1968. (Kungl. Maj:ts Stadga För Lärarhögskolorna)

139-149 Statute for Universities and Some Other Schools of Higher Learning, No. 461, June 4, 1964. (Kungl. Maj:ts Stadga 4 juni 1964 (nr 461) för Universitet och vissa Högskolor)